

**EFFECTS OF COST SHARING ON EFFICIENCY OF PUBLIC SECONDARY
SCHOOLS IN KILIMANJARO**

A Case of Vunjo Sub-District

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A Case of Vunjo Sub-District

By

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**A dissertation Submitted in Partial Fulfillment of the Requirements of Degree of Master of
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Open University of Tanzania

November 2014

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation entitled: *Impacts of cost sharing on efficiency of public secondary schools; A Case of Vunjo Sub-district*, in partial fulfillments for the requirements for the degree of Masters of Education Administration Policy Planning Studies (MED-APPS) of the Open University of Tanzania.

Dr. Elinami SWAI

(Supervisor)

Date.....

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I, **Baraka R. Mwelumbini**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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DEDICATION**For****My Loving Mom**

Rebecca M. Mwelumbini

Thank you for opening the doors of education for me which I am still struggling. You have worked tirelessly to accomplish the mission of my education. This wasn't possible, however, without your beloved Husband Maurice Mwelumbini. I love you all and may the almighty God give both of you strength and health to rip what you saw in me.

AMEN

ABSTRACT

An efficient school include learning with all supportive actions, environment, physical and psychological assistances to the learners that directly affect positively learners' choices, decisions and actions which guide learners to reach the fruit goals of their schooling (good performance and employment). The purpose of this study was to examine status efficiency of public secondary schools in Vunjo sub-district, Kilimanjaro by three decades of cost sharing in Tanzania. Specifically, the study intended to assess existence of individualized programs for special needs and low performing students, assessing number and quality of teachers in public schools and assessing the social services provided in the schools. The study was conducted in five secondary schools using a sample of 113 where 87 were students and 26 teachers. The data from the field were collected through questionnaires, observations, interviews and group discussions. The results revealed that there were no individualized programs for special needs and low performing students in public secondary schools; also there were insufficient teachers in public secondary schools and there were poor social services provided at the schools. It was concluded that public secondary schools were to some extent inefficient because of shortage of teachers, social services at schools, absence of individualized programs for special needs and low performed students. It is suggested that, future research can observe the roles of integrating different government sectors with education sectors like health, social affairs, legal, sports and games etc in provision of social services at schools so as to improve public secondary schools efficiencies.

LIST OF ABBREVIATIONS

AAC	Augmentative Alternative Community
ACRWC	African Charter on Rights and Welfare of Children
ANC	African National Congress
ANTRIEP	Asian Network of Training and Research Institution in Education Planning
BEST	Basic Education Statistics
BSF	Board maker Software Family
CRC	Convention on Right of Children
CREATE	Consortium for Research on Educational Access, Transitions and Equality
DEA	Data Envelopment Analysis
FGD	Focus Group Discussion
GDP	Gross Domestic Product
IMF	International Monetary Fund
KSS	Kibaha Secondary School
PCS	Picture Communication Symbol
ROK	Republic of Kenya
SAPs	Structural Adjusting Policy
SS	Secondary School
SSR	Socialism and Self Reliance
TCPE	Tanzania Certificate of Primary Education
TKS	Teachers Knowledge Stock

UK	United Kingdom
UNESCO	United Nation Education and Science Organization
UNICEF	United Nations Children Education Fund
UNU	Universal Nation University
URT	United Republic of Tanzania
URT	United Republic of Tanzania
USSR	United Socialism Soviet of Russia
WB	World Bank
MESS	(Kiswahili words) Mpango wa Elimu Shule za Sekondari
BRN	Big Results Now
NECTA	National Examination Council of Tanzania
UMISETA	Umoja wa Michezo Sekondari Tanzania
CSEE	Certificate of Secondary school Education Examination
MDC	Moshi District Council
NHC	National Housing Corporation

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The public outcry about inefficiency of education sector in Tanzania has increased concern amongst researchers and educationists like Madan M. Laddunuri (2012), Komba C, Winledy T. Y Jonathan. & E. Hizza (2013) had to look at this phenomenon. Despite several reforms to improve school efficiency, measured through effective provision of education and other services, school inefficiency remains low. This study aims to look at cost sharing as one of educational reforms introduced in Tanzania in the 1980s and re-introduced in the 1990s.

1.2 Background to the Research Problem

Cost sharing as a shift in the burden of service costs from government to the parents and students (Moses Okotch, 2000, Johnston 1986, 2003, 2004) has been introduced in educational sector worldwide since the introduction of liberalization of economy in the 1980s. Kitogo (2010) defined cost sharing in education as defines cost sharing as shifting part of the burden for financing higher education away from the state and into student's families. Psacharopoulos and Woodhall (1985) noted that the introduction of cost sharing in education sector was due to a massive increase in spending in education all over the world due to rising costs of education because of inflation, the need for more sophisticated equipment such as computers, laboratory equipment, home science materials and projectors and the ever-growing demand for education because of the recognition that education is a central element in social and economic development which has resulted in expansion of educational system.

Many countries in developed and developing countries have adopted the policy of cost sharing.

In Africa, World Bank and IMF urged African countries to consider the idea of cost sharing instead of fully relying on public expenditure in financing education with a goal to boost up the 'considered' sluggish economies. One of the most popular recommendation by the world Bank to African countries (South of the Sahara) was to reduce their unit costs in education at all levels and urge the student and the parent to pay for such items as books and school running expenses.

In China for example, where the government used to offer free education for all her citizens aging 6 to 15 due to their socialist economy, with the introduction of cost sharing, the parents were urged to pay small amount for books and uniforms from primary education to middle school. As a result, many children ended their studies in age of 15 especially in rural areas

In Kenya, while the cost of education had been footed through "Harambee" (pulling together) since independence in 1963, (Bray, 1992), cost sharing in education came to be officially introduced in 1988, making individual parents to pay the fees for their children. The spirit of harambee was demolished and the parents who could not afford the tuition fees had nowhere to turn to, with the consequence of many school dropouts in Kenya.

In Tanzania, Cost sharing was officially introduced in 1988 on the basis of economic recovery (Republic of Tanzania, 1986). The discourse of cost sharing has revolved around the concepts such as private and social rates of returns, where education is seen, first as individual profit before that of the society. In this discourse, beneficiaries of education are the students and their parents and therefore, it is logical to bear the burden of education cost.

While cost sharing has been propounded over the whole world, the concept of efficiency in the provision of education has also come to dominate in education. Scholars and policy makers demand that schools should be efficient in the provision of education. According Oxford advanced learner Dictionary 8th edition efficiency is the quality of doing things without wasting resources. Efficiency depends on how well inputs are turned into outputs by the behaviors or processes of individuals and organizations. (Milanowski et al. (2005). In a school context, efficiency can be measured by the level of educational productivity, in terms of how well students are taught and perform given the available resources. Resources in this context include monetary, time and human. From economic point of view, efficiency represents the ratio between what is brought and invested into the system and the results coming from the system however, this concept must be redefined in the area of education for more efficient redirection of the existing sources, financing and the expectation of educational institutions to provide greater value for money. An education system may be called efficient from what it attains measured with comparison to the level of investment.

School efficiency is the ability of school to reach objectives and targets of education by controlling dropout, assuring equal access and good performance. (Fiske, and Ladd. 2002). Efficiency of school depends on values of education which is determined by the cost benefit of education. This means, calculating the inputs, including the resources incurred, the process, which in the education setting this means the teaching and learning process, and the end result, which is normally termed as output – the school and students performance and lastly, the outcome how people who graduates benefit from the education by being employed or being able to employ others and raise social and economic status in their societies.

The most commonly used measuring technique of school efficiency is the examination of the relationship between financial inputs and students' completion rate and academic performance outputs. In order to measure this relationship, educational researchers utilize cost functions, meta-analyses. Every nation has adopted differing accountability systems, but in many places, scholars report inefficient system of education. Kavale (2001) proposes rigorous and systematic accountability system to meet standards of objectivity, verifiability, and replicability. (p.183). For example, efficiency in education has been measured through 1). Smaller classes, 2). Smaller schools, and 3) more experiences and educated teachers (Finn & Achilles,1990). But in the context of cost sharing, it is difficult to take to task the schools that cannot meet the standards of efficiency. As Hedges, et al (1996) opine, financial inputs directly affect student educational outputs.

Looking at the consequences of cost sharing to school efficiency, Gertler in Mexico argued that cost sharing has resulted to negative impacts on school efficiency like increased repetition rate, dropout and failure rates (Gertler et al 2006). Gropello and Marshall (2005) had differing view from Gertler and argued that cost sharing had positive impacts on school efficiency by reducing repetitions rates, failure rates, and lessened the degree of dropout rates. Fiske, and Ladd. (2002) argue that cost sharing in developing countries has affected the schools efficiency negatively while in developed countries it has affected positively.

1.3 Statement of the Problem

There is a contradiction among the scholars on the effectiveness of cost sharing to school efficiency. One side of the camp (see Hedges et al, 1996; Finn & Achilles, 1990; Hedges, *et al*,

1996 and others) believes that cost sharing is important in raising school efficiency. The other side of the camp (see, for example Gertler, 2006) feels that cost sharing reduces school efficiency. This study aims to bridge this contradiction by empirically researching on how these two belief systems relate to Kilimanjaro Vunjo sub-district. This study seeks to solve this paradox and contribute to the literature on whether cost sharing in secondary schools in Vunjo Kilimanjaro contributes to school efficiency or not.

1.4 Research Objectives

Objectives of this study were to assess how well the cost sharing in secondary schools in Kilimanjaro maximizes educational outputs (students' completion rate and academic performance). And the study specifically aimed to;

1. Assess the quality of teachers in secondary schools within the cost sharing period
2. Examine the existence of individualized programs for special need and low performing students; and
3. Assess the existence of social services such as hostels, teachers houses , sports and games and health services in secondary Schools

1.5 Research Questions

This study seeks to get answer to the following questions;

1. To what extent has the quality teachers increased in secondary schools within the cost sharing period?
2. What individualized programs are there for special need and low performing students? and
3. What social services exists in secondary schools in Vunjo sub-district?

1.6 Significances of the Study

Measuring the relationship between cost sharing and school efficiency in terms of students' completion rate and academic performance is an important topic in the field of education due to the ongoing battle for funding. Schwartz et al., (2005) argue that it is important to study school efficiency measurement for the following three distinctive reasons:

1) Understanding the strengths and weaknesses of various measures can help policy makers to develop fairer methods of measuring school performance by taking into account the uneven distribution of resources, students, and other inputs across schools. 2) Although simple test score comparisons tell us little about the causes of high performance, efficiency measures may help to shed light on the relationships between inputs, broadly defined, and test scores. 3) Resource constraints are a fact of life in education, and the constraints have been particularly severe in the early part of the 21st century. (p. 3)

Thus, This study will;

- (i) Creating an awareness to policy planners how parents/community incomes (poverty) around school (community secondary schools) affects efficiency of these schools.
- (ii) Encouraged further interest and inquiry into the application of cost sharing policies in education that will not affect secondary schools efficiency.
- (iii) Contributed to the development of appropriate mechanisms to assure attainments of secondary school efficiency in Tanzania.

1.7 Limitation of the Study

During the research, there were several problems that occurred, one of them being limited amount of time available for the informants because the research was carried out during class

hours where respondents were extremely busy so only break hours students were free. This happened seriously at two schools where a researcher requested to collect data during religious periods (Tuesday and Friday) of which a researcher had being informed that were un attended as the result data were collected on Tuesday and Friday from these schools. This, to some extent delayed the data collection. Secondly some informants had little knowledge concerning cost sharing for this situation a researcher used to educate informants about cost sharing before collecting data. Thirdly some respondents failed to collect questionnaires on time where a researcher was forced to go several times at the same school to collect the questionnaires.

Other limitations, Some few informants were not honest to the extent that they did not return questionnaires some reported to damage or lost questionnaires luckily the researcher had extra questionnaire that were given to informants who reported to have lost, damaged and those did not return, where they informants responded them the questionnaires as the result a researcher was able to collect data from them. The same, some informants were asking for money (to be paid) so that they can provide the information to the researcher, in order to collect data from these respondents a researcher used to educate them how this study was non-profit activity before collecting data from these informants.

However the researcher kept in constant consultations with informants until he got the information needed for the study. Given situation, the data obtained was sufficient to act as a basis for impacts of cost sharing on efficiency of secondary schools generalizations. That being the case, the findings are expected to be reliable.

1.8 Definitions of Key Concepts

1. **Drop out**-Is the compounding noun derived from verb (Drop) and noun (out) which means to leave. In education context it means the number of students who leaves school
2. **Efficiency**- The quality of doing things without wasting resources, School efficiency is the ability of school to reach objectives and targets of education by controlling dropout, assuring equal access and good performance
3. **Cost sharing**- Is the partial or full shift of education costs from government to parents and students
4. **Public secondary schools** – These are schools owned by the government (In Tanzania public schools refers to as the opposite of private school.)
5. **Social services**- Social services in schools context refers to all non academic activities, services and environment which are provided in schools such as sports and games.

1.9 Chapter Summary

This chapter covered the background of problem of cost sharing policy which gives broad information in Africa and specific to countries like Kenya, South Africa, china and Tanzania. The problem is that there is a contradiction on the effectiveness of cost sharing in school efficiency in terms of students' completion rate and academic performance. The chapter also identifies the objectives of the study and significances of undertaking this study. Chapter 2 deals with theoretical framework, conceptual frame work and related literature reviews on the topic in hand while chapter three is confined into research methodology.

CHAPTER TWO

THEORETICAL CONSIDERATION AND LITERATURE REVIEW

2.1 Theoretical Considerations

Theory has a scientific value in any study as it helps to describe, interpret, understand, evaluate and predict phenomenon (Fourie 2007: 25). This study had used classical liberal theory by Jean Rousseau and Sen's Capability theory to examine the impact of cost sharing on efficiency of public schools.

Classical liberal theory claim that 'natural' state men were born equal and personal qualities should not jeopardize social equality so long as society rewards people according to their merits. Rousseau seeks to describe a system of education that would enable the *natural man* he identifies in [the Social Contract](#) (Rousseau J, 1762) to survive *corrupt society*, according to him every person is having the ability to become anybody if he is given chance and environment Boyd William (1911). Thus education system should create equal chances and learning situations which create equal efficiency that will enable achieving of good educational fruits Rousseau J. (1712-1778)

On the other side Sen's Capability theory which defines its choice into focus on the significance of individuals' capability of achieving the kind of lives they have reason to value. A person's capability to live a good life is defined in terms of the set of valuable 'beings and doings' like being in good health or having help from people they have real access. Individuals can differ greatly in their abilities to convert the same resources into valuable functionings ('beings' and 'doings'). For example, those with physical disabilities may need specific goods to achieve

mobility, like pregnant women have specific nutritional requirements to achieve good health. (Amartya Sen 1985) Is the same to special needs students and low achieving students needs specific services and help from schools to perform well.

This theoretical frame work which discusses inequalities among students success are caused by differences of efficiencies of schools they are enrolled at out of equal higher students expectations. It focus on existing cost sharing and decentralization policy situation where district and school are responsible to collect direct fees and other costs from parents and plan for school on uses of some funds, which led to differences among districts and schools in collection of funds, allocation of funds, planning, monitoring and Evaluation of educational projects in addition corruption power and embezzlement of different district and schools impacts on inequality in secondary school efficiencies which results to inequalities in students achievements it also shows how absence of services in school results in students failure which affects direct students expectations and restricts learners to reach what Sen's call 'mobility' on the other side it shows how efficient school support students to reach their mobility.

2.2 Empirical Literature Review

This section examines the literature related to this study. The literatures are in line with the objectives of this study which looks on quality of teachers, individualized programs for special need students and social services at schools.

2.3 Teachers Quality

Teachers are defined by UNESCO-UIS/OECD/Eurostat, (2005) as professional personnel involved in direct student instruction, and who are also involved with planning, organizing and

conducting group activities with a goal to develop students' knowledge, skills and attitudes develop as stipulated by educational programmes teacher quality.

Teacher quality is often identified from teachers' education and experience (Metzler and Woessmann, 2010). Most often associated with student learning and academic performance, teacher quality or teacher effectiveness has received little empirical attention, particularly in Africa. Part of the problem may reside with lack of evidence on the impact of teachers' education and experience on school performance or student academic achievement (Hanushek and Rivkin 2006). Even though there is the relationship, scholars have found it hard to estimate causal effects of teacher characteristics and students performance,

...there is little evidence that those characteristics most often used in hiring and salary decisions, namely teachers' education and experience, are crucial for teacher quality. Virtually the only attribute that has been shown to be more frequently significantly correlated with student achievement is teachers' academic skills measured by scores on achievement tests (Metzler and Woessmann, 2010, p. 1).

Similarly, the literature that has focused education production function also determines the teacher quality by measuring teacher experience, teacher education, class size, per pupil expenditures with student achievement. Greenwald et.al, (1996) for example, determined teacher quality by measuring teacher experience by the number of years of service. They hypothesized that there would be a nonlinear effect of teacher experience, with teachers becoming more skilled after the first few years of their career. Greenwald, et al, found stronger relations between teacher education and student achievement and suggest that teacher quality rise with experience in

classroom teaching. They however cautioned that teacher vary in their effectiveness even if they have the same length of classroom experience and these variations can be attributed to their social economic status, the schools they teach, the students, and their own inclination to teach and disposition, including gender, age and other cultural differences.

The implications of teacher quality from education function model to understand the context of education in Tanzania is that teacher education and experience have an on the whole school functioning, educational outcomes, and education quality. More educated and experienced teachers will tend to use resource efficiently to achieve school goals. Quality teachers also have influence and social power and skills to win the support and resources from alumni, parents or the community for the school.

Another body of literature on teacher quality focus on the process, in which teacher quality are measured through an assessment of three domains (affective, behavioral, and cognitive domains) and the three levels (Individual, group, and school levels) (Cheng & Tsui, 1996). According to Cheng (1996) and Cheng & Tsui (1996), teacher quality can be determined by their work as teams or groups. According to this framework, individual teacher may not only use their energy effectively but also create new energy, where they have a better chance to influence and change the constraints given by the external and internal teaching contexts.

Process model of teacher quality has implications in this study because it helps in understanding that individual teacher will have more impact on students academic achievement and school effectiveness if they work in groups. The recognition and exploration of teacher quality in

relation to their characteristics not only helps address their historical neglect in relation to other professionals but offers much insight for other professions. Even though the education production literature offers little insight into the everyday life of teachers and is limited to developing countries, its reconceptualization offers tools that help make sense of different characteristics that can be used to measure teacher quality.

Scheerens, (2004) did a research on poor performance of schools in India and he found that it was caused by low quality of teachers, as he suggested qualified teacher lead to enhancing conditions at school level improving all the contextual variables related with school such as teaching, learning, administration, student motivations and community involvement. In the early studies on school effectiveness the emphasis was on the enhancing conditions of schooling and output measures in India and low concerns on qualities of teachers, in the report he explains on the conditions for school performance like good administration, contextual variables relating with teaching and learning which mostly he insists that can be achieved through quality teachers.

Russell (2005) did a research on the number and quality of teachers Northern Carolina in United states of America 18 schools were used as samples he used qualitative methodology to interview 100 teacher as central debate about teaching quality centers on the relative importance of pedagogical skills and number of teachers on school performance; about 76 supported quality of teachers on school performance , as Russell found that search for good performance should involve quality teaching , and he suggested that occurrence of out-of-field

teaching that often results from how schools are organized and staffed rather than from inadequate teacher supply but is by quality teachers.

Likewise the study by Lewin, (2007) focused on causes of failure in schools, Lewin has drawn attention low quality of teachers and school environment to school performance, in his study he interviewed 18 teachers and 56 students in India he found that lack of vision, unfocused leadership, dysfunctional staff relationships, and ineffective classroom practices as mechanisms through which the effectiveness of schools can deteriorate, he concluded on number of characteristics for successful schools such as strong leadership, high expectations, and good atmosphere which can be planned and achieved through quality teachers and school administration.

Kalinga (2008) conducted a research on interactive learning and school performance two schools Kibaha secondary school (KSS) and Wali-ul-Asr girls' seminary in Kibaha Tanzania were used as sample in the study he correlates effective schools as the means of achieving high and equitable levels of student learning which facilitated by qualified teachers to teach and use technological means for good learning like computer and special need students devices. He concluded that it is expected that all children regardless their socioeconomic and background characteristics will get at least the essential knowledge and skills if are taught with quality teachers who are having good and applicable examples to be understood by all students for long memory. This means that quality teachers improves school performance and reduce failure rates. Another view, derived from the studies done at High fields schools Mult-lock in England by (Kirk and Jones 2004). On contribution of teachers to school efficiency, in their study they

interviewed 25 teachers 19 teacher said efficiency and effective schools are those schools teachers are successfully progress the learning and personal development of all of their students. As the result of this study they found that school effectiveness does not focus on mere academic achievement but other factors such as classroom behavior, student participation rates, and students attitudes towards learning determines school efficiency, As for Kirk and Jones an efficient school is the school with qualified teacher to make progress learning , students personal development , helps all students to participate fully in learning and equal class behavior as well as enabling students to have positive attitudes towards school as the results school failure and drop out is minimized, while access will be increasing which later improves school efficiency.

On other hand number of teachers compared to number of students was another indicator of school efficiency and indicator of an efficient education system that many researchers had been focusing on it as the factor for efficient schools. According to research done by Loxley and Heyneman (2011), the pupil-teacher ratio in the world varies from 13:1 to 79:1. In the eight most developed countries which schools are more efficient where highest is United Kingdom student-teacher ratio is 23:1 and lowest is in Italy with 11:1 , The following oscillations exist in developed country



Figure 1: Student- teacher ratio in developing countries

Source: (Fukuyama, 2009)

From the above 8 sample countries used in their study they found that the more the number of student teacher ratio increases the low student achievement as well as low school efficiency where Italy was the first and UK was the last on school efficiency according to their research findings.

Statistics shows that student- teacher ratio in developing countries is very worse especially sub-Saharan countries it is said that major reason is most developing countries enrolment expansion took place at very rapid pace in the last decades. Enrollment at first level increased at an annual rate of 4.2 percent between 1965, and 1975, 3.6 percent between 1970 and 1980. As more the countries near to achieving universal primary education enrolment expansion slowed down at primary level but continued at secondary and tertiary level. Second level enrollment increased at annual average of 7.0 in primary and 9.4 in secondary until 1980s later 2000s the increase in average reached to above 26.1 and above the situation which resulted to insufficient of teacher

in most of developing countries resulted to expansion of tertiary and secondary education (quantitative expansion) which lowering quality of education Sixtus F.N Kiwia (1994).

According to study by Noah Murumba Kiveu and Julius Mayo (2009) of Masinde Muliro University of Science and Technology- Kenya who conducted a study at Ndivisi Division, Bungoma district in Kenya on efficiency of public secondary schools in Kenya, when focusing on number and quality of teachers, they interviewed 11 heads of school at Ndivisi Division on reasons behind for employing unqualified teachers 8 of them gave reason to be shortage of teachers. At the end of the study it was found that low quality teacher were found mostly in rural area schools. Also they revealed that where scarcity of teachers lead school to employment of unqualified teachers like secondary school leavers to teach who knew nothing about teaching profession. On the other side it was observed that teachers for special need learners were not found in rural areas. When drawing their conclusion they showed that there were relation between number of teachers and quality of teachers in their study, as they shows that in school with no enough teachers there was an indicator of employing unqualified teachers to teach. As they concluded that poor school efficiency among rural schools were contributed by uses of unqualified teachers to teach.

Statistics shows that teachers for special need students are not enough in most of African countries especially in rural areas this lead to needy students sometimes not be taught example Eric Mcheka (2010), conducted a research in Malawi Zingwangwa Primary School during an interview with Margaret Chimutu she revealed that learners with learning difficulties are left unattended to whenever their teachers is sick or is away attending a funeral as it affected their

syllabus coverage and performance in general. This shows that number of specialist teacher for special need students is not enough especially in rural areas. In their study they found that most of poor performance in most of schools in Malawi was also caused by shortage of professional teacher for special need learners which caused them to fail in their examination and lowering the schools efficiency. This thought had also supported by Chavuta, (2008)

2.3 Individualized Programs for Special Need Students

Among the most commonly cited weaknesses of previous Educational reforms was educational policies focused more on changes at the system level than on improvements at the institutional level. It was almost assumed that public policy and provision would automatically lead to an improved performance at the institutional level and hence reform measures placed very little importance on issues related to the functioning of the school in the classes and student differences. However, this expectation was believed as most schools failed to control failure rates.

According to research done by ANTRIEP under (UNESCO 2000) in Asia it was found that low performed student enrolled at secondary school most of them failed in their secondary education because of their differences in achieving as the responses from findings the report proposed the individualized programs for low achieving students in school level where the focus are in teaching and learning process in classes across students differences. ANTRIEP report insists on the schools to have individualized programs for special need and low performing students.

Likewise a study by Barbara Glaeser & Barbara Millikan (2009) focused on students individual differences and school performance, in their study they interviewed 13 special need teachers and 30 special need students in Sri Lanka, they found that that classes for teaching low achieving should be small and with few students as most of the teaching methods bases on table discussion between teacher and learners, more time for covering concepts should be located compared to other students. As for them they suggest that efficient schools should have special classes for low achieving students so as to reach what they call “Leave no child behind” in schools.

Psychologist, and writers believe that differences in achieving among students are caused mostly by physical impairments as for them they suggest an efficient school should qualified teachers and have hearing and Visual tools to assist students in processing language, organizing their thinking, remembering information, and many other skills necessary to participate effectively (Hodgdon, n.d.). examples of such tools, Boardmaker by Mayer-Johnson, is a graphic database of Picture Communication Symbols (PCS) that can be used to create a variety of printed communication and educational materials ©(Boardmaker Software Family Handbook Copyright 1981-2008). Additionally, Boardmaker is commonly used in most augmentative and alternative communication (AAC) devices that people with severe speech or language problems rely on to supplement existing speech or replace speech that is not functional. An AAC device use electronic technology to “speak” as the user types in words or pushes a PCS button. It is important that Extension educators working with people using such devices learn to operate them so that to improve special need communication. This may increase social interaction, learning performance, and feelings of self-worth (American Speech-Language Hearing Association Augmentative and Alternative Communication, n.d. 2009).

Frances Hunt (2008) under CREATE conducted a study on special need dropping out from school in Ghana. On his report he found that absence of skilled teachers and special programs for special need and low achieving lead to most of drop outs in Ghana among the students. On other hand some writers tried to explain how school can enable low achieving students through having special programs for low performing student and uses of qualified teachers, Brookover & Lezotte, (1978) believes that an efficient school should have “equalizing agent” programs, where all low performing student can be taught and re-taught to control failure rates. To them they believed that not one teaching methodology can be useful for all kinds of learners in classes while identifying student individual differences and backgrounds.

2.4 Social Services in Schools

Social services to students are provision of non educational services to children in a school setting. Social services provided in schools these refers all non academic activities, services and environments which are provided in schools which play great roles in retaining of both teachers and students at schools Allen-Meares, P. Washington, R. O., & Welsh, B. L. (1996) it has believed that social services provided in schools and educational institutions determines how an education system attract both teachers and students to the institution, it thought that good social services in school retains students and teachers in school which results to efficiency and effectiveness of schools.

Hazarika and Bedi (2003) did a research in Pakistan from 1991 to 2002 on effects school social services on school dropout they analyzed data from Pakistan Integrated Household Survey (covering 4,800 households in 300 rural and urban communities) and specifically focused on a

sample of 1900, 10-14 year-olds. The aim was to look at the relationships between school social services provision and school ability to control student dropout, performance and schooling access. In the study 78% of household respondents when asked on the reason for the school dropout they analyzed absence of hostel and dormitories, food services, transport to school, security for their children as the major cause of truancy and school dropout of most of students. On the side of students the 89% of student said the major reason for poor performance and dropout they mentioned absence of services like guidance and counseling services, playing grounds, health services, water services, transport, good teachers, security and religious services. In their study they found that school social services were positively related to school efficiency in Pakistan.

Mark Robinson and Gordon White (1997) conducted the same study on efficiency of schools in Sweden under (UNU-WIDER). In their study they found that there was a great contribution of civic organizations in provision of services in Sweden schools, They showed that the more schools improving social services like meal, sports, health services, guidance and counseling the more improved school attendance and positive attitudes among pupils in Sweden towards schools. In their study they suggested that government and other educational stake holders to consider the issues of social services in school and call for what they called ‘bring community at school program’ which aimed at bringing all services found in community to the schools so as to improve school efficiency.

Likewise Charles Sabel and Reijo Meietinen (2010) did a study on social services and efficiency of special education schools in Finland. In their study what interesting in their report they cite Peer Moen (disabled) when responding to them who said;

‘..I’m not pedestrian, to make me at school I need to get all services at school when I don’t get them I cannot stay here. If I stay I don’t concentrate at all on studies...’.

In their study they observed that there was positive relation between schools access among disabled learners and services provided in the schools. Charles Sabel, and Reijo Meietinen suggested that in order to improve special education access there should be special effort to provide all social services needed by special need learner in school environments. They suggested that schools should employ more non teaching staff to help disabled at school all shores as they believed that those social service will enable learner to leave their family to school hoping that service found at home can be found at school too.

Other writers had supporting social services at school Alderson J. J. (1972) did a study on social services at schools in America, in his study he found that as health and social services became embedded in the schools the services became more school-centered and less family-oriented, focusing on improving school attendance for instance the number of non educational staff and the ratio of these staff to pupils has increased markedly in the past 40 years. He showed that more schools improving social services like meal, sports, health services, guidance and counseling had lead to increased school attendance and positive attitudes among American students towards school which improved school efficiency in America.

Alderson suggests schools should provide all social services like Health services, food services, sports, games, Guidance and counseling services, an efficient school environment should contain

these for students, he showed as services became more school-centered and less family-oriented, resulted on improving school attendance, for instance. The number of non educational staff and the ratio of these staff to pupils have increased markedly in the past 40 years. Alderson cite research done by Richmond which shows that more schools improving social services like meal, sports, health services, guidance and counseling had contributed to increased school attendance and positive attitudes among American students towards school which improved school efficiency Richmond, M.E. (1922).

Tapologo Maundeni, (2009) of the university of Botswana did a study on School social services and school access in Botswana, in his study he found that the 1995, Botswana ratified the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of Children (ACRWC) in 2001. However, neither the CRC nor the ACRWC have been domesticated and improving school access. Tapologo says the failure implies that the instruments had not much impact on the lives of children in schools over the country it as he says 'Is not possible take pastoralist son and daughter at day schools with no food, health care, social practices like cultural arts, sports etc.' See also in (Botswana Human Development Report 2000). Topoogo thought that caring of children/students should start with caring to teacher and school environments, where teacher should be paid higher for teaching and caring children at schools. Apart from salaries he suggested teachers have to get a transport and house loan. According to him school environment should have services like sports, games, cultural practices, hostels, transport and food in order to make a school like home to attract more students and teachers at school environments as he said that for pastoralist societies like Botswana societies school

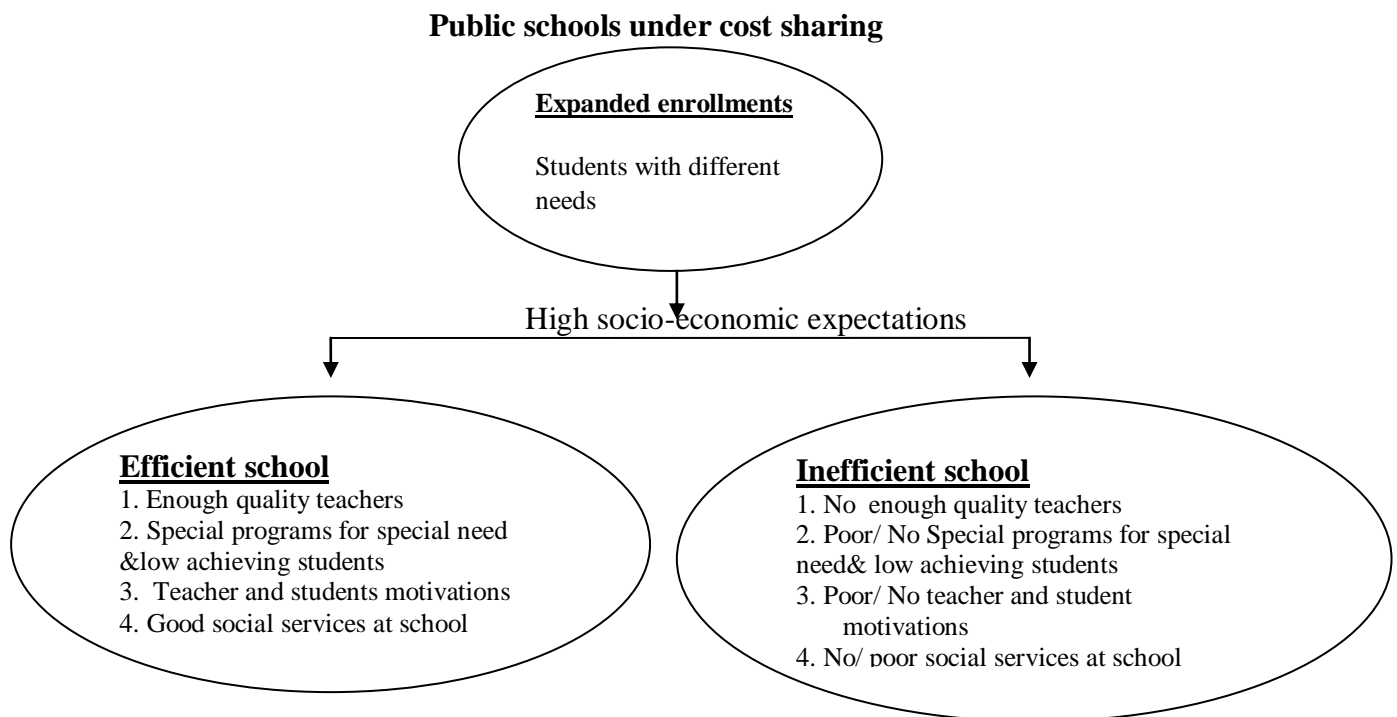
should take the role of family and community by providing all services found in families and community to learners at schools.

In Tanzania, Nkuba Mabala (2012) conducted a study in Dar Es Salaam secondary schools on impacts of social services provision in secondary schools, The purpose of this study was to examine the status of career services provision and its role on career decision making among high school students in Dar Es Salaam, Tanzania by comparing career services provision in government and international schools. Specifically, the study intended to identify the career programs available to students in schools, students' career knowledge and the contribution of career programs and career knowledge to students' career decision making as social service provided in school. The study was conducted in six secondary schools using a sample of 322 students from six secondary schools. The data from students were collected through a structured questionnaire and focus group discussions. The results revealed that students in international schools had access to many career programs and they have better knowledge on careers as compared to students in government schools. It was therefore concluded that, career services provision in international schools is to some degrees a reality as opposed to government schools where career services provision is still a dream. This shows that how public schools failure is related to absence of social services like guidance and counseling in public schools. He suggested that in order to improve public schools, future research should observe the role of guidance and counseling like career services provision in secondary schools to students' ability to make relevant course choices in higher learning institutions

2.5 Summery and knowledge gap

In this chapter all important aspects that this study intended to examine are analyzed. From literature review it was noted that number and quality of teachers, individualized programs for special need and low achieving learners and social services contributes a lot to the school efficiency. The review of empirical literature has shown that although there several studies conducted on the topic at hand no studies had focused on impacts of cost sharing to the efficiency of secondary school in Vunjo sub-district. It is in light of this study was conducted to fill the existing knowledge and inform the practice.

2.6 Conceptual Frame Work



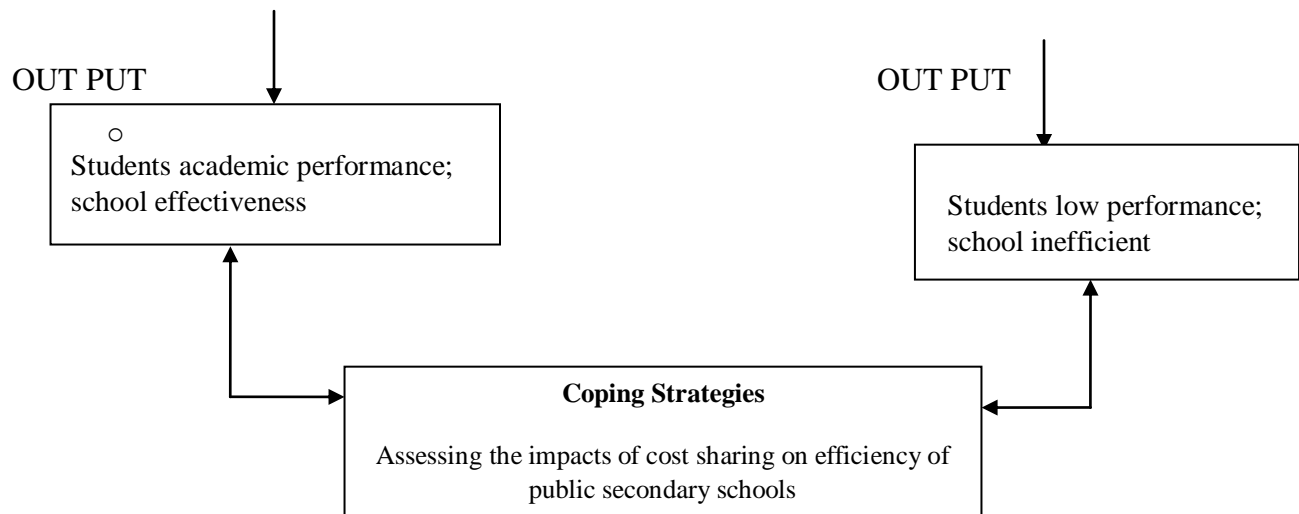


Figure 1: Conceptual Framework

Source: Formulated by researcher

This conceptual frame work gives mental picture on the two sides of the effects of cost sharing which expanded the enrollments in secondary school, but it shows that the expansion lead to enrollments of students with different needs for learning. Later it shows how those with quality teachers, special programs for special need and low achieving students and quality social services at school result in higher academic performance. The second part of the model shows the failure of planning / Manage costs in school end up having no enough quality teachers; poor special programs for special need& low achieving students and poor social services at school, leading to high average rate of failure.

In left hand side there is efficient school as the result of good social services a school is characterized with enough quality teachers Special programs for special needs students, Teachers and students motivations, Good social services at school and which results to low

average rate of failures in their Output of these secondary schools because they had performed well their students reaches their expectations like joining higher learning, Getting good employment, To become economically well off, Legal earning and to get good standards of living.

On right hand side there non efficiency school which is poorly planned school as the result of insufficient services at school the school is characterized with no enough quality teachers, Poor or no Special programs for special need and low achieving students, Poor or no teacher and student motivations, No or poor social services at school as the result of it is high average rate of failures, Output of these schools are students characterized with Un employments, Poor economically, Poor standard of living, Illegal earnings, Poor social status and when evaluating students expectations are not achieved at all.

Copying strategies was basing on Sen's capability theory and Rousseau Natural stateman theory which call for assessing the impact of cost sharing on schools whether it enables schools to make their roles of enabling students as natural man to reach what they expected to get in life apart from their individual differences.

2.7 Concluding remarks

In this chapter, all important aspects that the study intended to examine are analyzed. This empirical literature review cover main three bodies quality teachers, individualized programs for special need students in schools and social services. In literature review it is noted that cot sharing in public schools aimed to improve school efficiency and on other hand school efficiency

determined by number and quality of teachers, school programs for low performing students and social services provided at school. The next Chapter deals with the methods used to collect data for the study at hand.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the science of understanding how research is done systematically and logically. Research methodology it does not only need to understand the uses of methods but also the logic behind the uses of the method (Kothari 2005:7). It aims to describe and analyze methods, throw light on their limitations and resources, clarify their presuppositions and consequences, relating their potentials to the twilight zone at the frontiers of knowledge. This chapter intends to describe research methods and procedures employed in this study careful and clearly. It is an essential chapter which comprise of the research design, population of the study, sample and sampling procedures, data collection, data analysis and presentation.

3.2 Research Design

Research design is a comprehensive master plan of research study to be undertaken, giving a general statement of the methods to be used. The function of research design is to ensure that requisite data in accordance with the problem at hand is collected accurately and economically. Simply stated it is the framework or a blueprint for the research study which guides the collection and analysis of data (Earl Babbie 2007) the “research design”. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” Claire Selltiz. Et. al (1962) p.1962.

In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data (C. R. Kothari. 2004 p.31) This study is designed in quantitative approach and qualitative approaches will be used as follows;

3.3 Qualitative Approach

This refers to the method which offers a better understanding of the phenomenon as perceived by the respondent’s point of view and how they experience, feel and explain things around them. A small number of data in this study aims to provide in-depth qualitative and context-specific accounts of educational access, dropout, social services at schools plays its part (e.g. Chi & Rao, 2003; Dunne & Leach, 2005; Liu, 2004). Few studies will be carried out interviews with parents

who sometimes may not know to read and write, and often school-based questionnaires will be for teachers and students who have some literacy skills. Some studies focus on one geographical area (e.g. Juneja, 2001; Liu, 2004) whilst others are more comparative in nature (Boyle et al, 2002; Brock & Cammish, 1997; Colclough et al, 2000; Dunne & Leach, 2005; and Ersado, 2005). As showed above writers had showed how the collection of household data is supported to be done in large questionnaires interviews and survey as the data collection methodology basing on qualitative approach.

3.4 Quantitative Approach

According to Mugenda (2003) quantitative method is the approach which includes designs, techniques, techniques and measures that produce discreet numerical data. Many studies were quantitative, derived from school survey/large scale questionnaires (e.g. Admassie, 2003; Brown & Park, 2002; Ersado, 2005; Meekers & Ahmed, 1999; Shapiro & Tamashe, 2001; UIS & UNICEF, 2005; Wils, 2004) others take a more statistical/econometric approach (e.g. Anderson, 2005; Connelly & Zheng, 2003; Zimmerman, 2003).

The study combined quantitative and qualitative elements (Boyle et al, 2002; Colclough et al, 2000; Dachi & Garrett, 2003; Nekatibeb, 2002; Porteus et al, 2000; the PROBE Team, 1999; Rose & Al Samarrai, 2001; Vavrus, 2002). Descriptive survey design is the main study design adopted in conducting this study. Descriptive survey design is appropriate because it involves collecting data in order to test hypothesis or questions concerning the current status of subjects of the study. It is used to test attitudes cost sharing and schools service delivery. Kothari (1995) notes that descriptive survey design is concerned with describing, recording, analyzing and reporting conditions that exist or existed.

Engelhart (1972) argues that descriptive methods are widely used to obtain data useful in evaluating present practices and in providing the basis for decision- making. This study was designed mainly as quantitative study and qualitative making use of descriptive survey design and case study approach. In this approach some numerical data (information) about school efficiency were collected from secondary schools pertaining to number and quality of teachers, individualized programs for special need and low achieving students and social services provided at school for teachers and students in public schools through cross-sectional survey. Young (1956) cross-sectional survey targeted to get opinions, views, attitudes and values relating to problem in hand. Therefore the study was conducted through the descriptive research design

3.5 Scope of Study

The study was conducted in Moshi Rural District in Vunjo Southern where by seven public secondary schools were involved.

3.6 Target Population

Target population refers to the group of individuals object or in term from which a sample is taken for measurement, Kombo and Tromp (2004). In this study the target population comprised heads of schools, teachers, students and other non teaching from 7 selected schools in Moshi rural.

3.7 Population Sample and Sampling Techniques

The main determining factor to get right sample size that is manageable in time and the financial resources with quantitative research approach being the leading approach in data collection.

Selection of sample in this study was purposive sampling method as every member involved in the study were for reason. Purposive sample relies on the concept of saturation or what (Michael Patton) call a point of which no new information, patterns, themes are observed in data. This idea of saturation provides little practical guidance for estimating sample size prior for data collection. Therefore the sample in this study were judged in context which validity, meaningfulness and insights generated from the information rich cases select purposefully from observational and analytical capability of researcher than the sample size (patton, 1990:184). Also probability sampling especially simple random sampling was used to obtain the controlling group sample of about 40 teachers who were found in schools by researcher. This is to insure representation of different types of experiences.

3.8 Sample Size

Sample size was be obtained through using formula

$$n = \frac{N}{1 + N(e)^2} \text{ while}$$

n = Sample size

N = population size

e = desired level of precision e.g. 0.05 this is the sampling error. Using this formula the sample size was 40 each school.

3.9 Sampling techniques

The researcher used systematic sampling technique formula in order to get total number of 7 secondary schools out 34 public secondary school and number of teachers involved,

$K=T/t$, Where by

K =Constant

T =Total number of secondary schools

t =Total number of sampled schools in district

In order sample from the selected 7 secondary schools researcher arranged all schools alphabetically but their number appear randomly without considering the first number or last number of school. These schools for formula are Muungano with 824 students, Mieresini 513, Himo secondary 613 students, Ghona secondary 456 students, Iwa secondary 397, meli secondary 578 and Kimochi 704 secondary school, the total number are 4082.

sample size was 126 students and 40 teachers.

$S=R/N \times n$. Where by

S = school

R =population of the sampled school

N = Total population of all 7 sampled schools

n = Sampled size.

From this formula In order to get a number of respondents for each school and students who involved in a research by the use of above formula; sample for each school was Muungano ss had respondent 26 students and 8 teachers, Mieresini students 15 and 5 teachers, Himo SS 18

students and 6 teachers, Ghona 14 students and 4 teachers, Iwa SS 12 students and 4 teachers, Meli SS 17 students and 7 teachers and Kimochi secondary 22 students and 7 teachers

3.10 Research tools/ Instruments

3.10.1 Interview

To collect data from respondents structured interview was prepared and administered as the primary research data. This method was chosen because it enables flexibility as the researcher restructured questions and repeated them since it was face to face. (C.R Kothari 2005: 97-99). Furthermore the same questions were administered to every respondent of the same manner to insure that results are comparable. The interview was conducted with key informants students on the other hand they give community, and family data. A researcher interviewed heads of schools, counselors when special issues rose to get more clarifications on the issues the same to special needs students.

3.10.2 Questionnaire

This study was used because it is argued that questionnaire collects a large volume of information from a large number of people on a limited budget and in short time (Patton 1990:14). Questionnaire was adopted because this study involved large number of people of respondents who cannot be interviewed face to face. Furthermore it facilitated comparison and statistical aggregation of data. The semi structured questionnaire used for both at schools head of school and teachers. Questionnaires were tested in small group (pilot study) to determine their usefulness and reliability.

3.10.3 Focus Group Discussion

Focus group discussions method of data collection was employed in this study where mixed group of participation (green, and Thorogood, 2009:93) it was used because as Patton, (1990:335) argues it provides high quality data in a social context data, where participants considers their views in the context of the others group members view this stimulates each group to think and express opinion which in turn will lead more thought. In this study four focus group discussion was held from each school where mixed groups of 3 students from form three, 3 from form four and also two teachers were involved the aim was to capture different experiences. Also special need students (disables) were purposively involved.

3.10.4 Observation

Direct observation method was used to capture some of the physical situations and realities example existence of services like dispensary buildings at school, playing grounds, existence of non teaching stuffs also guidance and counseling office at school compound. Also direct observation was used because there are limitations on what people said in interview and questionnaire so the reality was obtained by direct observation by researcher in schools.

3.10.5 Documentation

Documentation was used in the study which included published articles, un published articles, magazine Various journals, published and unpublished articles, papers, theses, dissertations, books and various reports also was hand and hand with electronic journals and books from computer search and textual analysis based on media and written materials in the sampled schools.

3.11 Data Collection

This study used both primary and secondary data collection methods. Primary data was collected as helped in discovering the relation between costs and efficiency of schools to get realistic. Secondary data on other hand was collected in order to find out what is known about the research problem (Barbour,2008:16).

3.11.1 Primary Data Collection Methods

To collect reliable, representative and valid data triangulation research methods were used because each method has its strength and weaknesses, these include observation, questionnaires, interview, and group discussion.

3.11.2 Secondary Data Collection

Secondary data collection in this study was collected through conducting documentary review where documentation tool used.

3.13 Validity and Reliability

Validity is the extent to which a test measure what actually wish to measure and Reliability refers to the accuracy and precision of the measurement procedures Kothari (2004). To assure validity and reliability the research tools were tested and retested to different people so as to see whether they measure what intended to measure before the tools to used in the study so the data collected in this study are valid and reliable.

3.13 Data Analysis

In the same way like the collection of data, triangulation was used in data analysis technique analysis of data was done after editing, coding, and tabulation. Analysis was both descriptive and

inferential (statistical analysis) descriptive analysis based on information from the interviews and FGDs while statistical analysis of results was from questionnaires and observational checklists. The qualitative information were analyzed as what (Patton 1990:376) call cross-case analysis in which answer were grouped together from different people using common questions from interviews guide. These were augmented by relevant quotations from respondents wherever possible and relevant. The quantitative data mainly from questionnaire were analyzed using statistical package for social scientist. Triangulation of analysis helped qualitative and quantitative analysis to yield simultaneous interpretation of results.

3.14 Ethical Issues Considerations

The researcher obtained a research permit from the Open University of Tanzania and Moshi district council before conducting a study. However, as an ethnographic researcher was aware of the following issues; the uses Kiswahili language in the field research during data collection period since its main medium of communication especially for non-teaching staff where question was translated to Kiswahili by researcher and responses were filled by researcher in English. A researcher also was aware of the importance of informed consent, confidentiality and anonymity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF STUDY FINDINGS

4.1. Introduction

This chapter presents the analysis and discussion of the study findings obtained from the field. It further shows public secondary schools efficiencies under cost sharing period focusing on teacher quality, individualized programmes and provision of social services in Vunjo sub district public secondary schools (study area). The presentation and discussion under this Chapter bases on three specific objectives stated earlier (see section 1.2.).

4.2. Characteristic of Respondents

Various respondents were consulted in order to get different opinions from different stakeholders. The respondents who were selected were heads of schools who were selected purposively, while other teachers snow ball used to select them and students were selected using simple random sampling get population sample of the study as table 2 below illustrates

Status Category of respondents	Schools	Expected Respondents	Who responded	%Total respondents
Heads of school	All schools	07	05	4.4%
Teachers	All schools	33	21	18.5%
Students	All schools	126	87	76.9%
Total		166	113	100%

Table 1: Category of respondents (N=113)

Source: Survey data 2013

While the table below shows the total percentage compared to the expected respondents which shows expected respondents percents;

Schools	Expected respondent s	Who responded	Total % of respondents over expected
Himo ss	24	24	14.4
Mieresini ss	20	20	12
Iwa ss	16	16	9.6
Ghona ss	18	18	10.8
Muongano ss	34	34	20.4
Meli ss	24	-	-
Kimochi ss	29	-	-
Total	166	113	68%

Table 2: Category of respondents (N=116)

Source: Survey data 2013

From the table above expected respondents were 166 from seven (7) schools but the table shows total number of respondents who responded are 113 which makes (68%) of the expected respondents. This was caused by two schools Meli ss and Kimochi ss went for holidays during this study.

4.2.1 Respondents Age and Sex

The total number of respondents was 113 Out of those forty nine (49.6 %) were males while (50.4%) were females. Statistics shows that in Vunjo Sub district female students are enrolled more at secondary school compared to males. One reason for this gender imbalance could be men's responsibilities as heads of families searching for family income (daily bread) as their

major role this lead most of male children after finishing their class seven they engage in small businesses. The situation was different to the teachers where males were more compared to female teachers. (See the table below);

Category	Age	Sex		Total
		Males	Females	
Teacher s	1-20	-	02	03
	21-60	16	08	23
Students	1- 20	40	47	87
	21-60	-	-	-
Total		56	57	113

Table 3: Categorizing Respondents' age and sex (N=113)

Source: Field data 2013

Table above shows that age of 1-20 males were (35.3%) of the total population while females were (43%) of the total population on the other hand the age of 21-60 males were (14.1%) of the studied population, While females were (7%) only of the total studied population. Field data shows most of the respondents were aged 1-20 years and with total (78%) which most of it were students while the age of 21-60 makes (22%) who are teachers. The obtained data shows that female respondents were more in age of 1-20 compared to males while the age of 21-60 male respondents were more compared to females (the age with teachers). Statistics indicates that female student dropout is very high with increase in classes mostly in public schools. Several factors like marriage, early pregnancy, sex preferences among parents, and failure caused by family chores being mentioned as the reason for the dropouts. This study revealed that majority of school dropout are female students and the situation shows that in higher classes they were

found to be few compared to males. However the issue of female student dropouts needs a wider discussion.

4.2.2. Respondent's Level of Education

In order to get the values of data collected to the respondent researcher was interested in knowing the level of education of the respondents so as to get the general picture the reasons for certain responses to the questions posed. In this study respondent's level of education were divided into two groups first were teachers who were (22%) percent of the total respondents. In teacher's levels of education group was sub-divided in certificate teachers, diploma teachers, degree and other education where Certificates were (7.6%) of the respondents, Diploma were (45.9%), Degree (41.7%) and other education levels were (3.8%). (See the table below)

Level of education	Male		Female		Total	
	Respondents	%	Respondents	%	Respondents	%
Certificate	1	3.8	1	3.8	2	7.6
Diploma	5	19	7	26.9	12	45.9
Degree	9	34.6	2	7	11	41.7
Other	1	3.8	-	-	1	3.8
Total	16	61%	10	38.4%	26	100%

Table: 4. Respondent's levels of education (teachers and head of schools) (N=26)

Source: Field data 2013

From the above table it shows that most of the most of the teachers in secondary schools are diploma (45.9%), followed with degree with (41.7%) and very few teachers with certificates.

The findings imply that majority of public schools are having qualified teachers and that the if

there low performance of these schools in Kilimanjaro (Vunjo sub district) was not relating to the quality of the teachers in the schools.

4.3 Number and Quality of Teachers in Public Schools

4.3.1 Number of teachers

The researcher sought to know the quality and number of teacher in secondary schools in this study. The over roll idea of questing this was to cross-check why government or public secondary schools had being experiencing that low performance compared to private schools, a researcher thought to know whether the reason of this was relating to shortage of teachers in public secondary schools. Questionnaires were used to solicit information (how many?) from heads of schools, followed by cross checking the information from the list of the names of teachers on the school notice boards. This information gave the actual number of teachers in each selected schools according to their gender and level of education (below diploma and above diploma). The table 6 below summarizes the obtained findings:

School name	Diploma and above		Below diploma		Total
	Male	Female	Male	Female	
Muongano s.s.	17	10	03	-	30
Himo s.s.	10	16	03	01	30
Mieresini s.s.	10	17	02	02	31
Iwa s.s.	05	02	03	-	10
Ghona s.s.	10	05	04	-	19
Total	53	50	15	03	121

Table:5. Generalized teacher education level (teachers)

Source: Field data 2013

From the table above it was found that most of the teachers in public secondary schools were qualified teachers with diploma and degree which gives the picture that sometimes the low efficiency of public schools was not related to the number of teachers the table above gives a picture of the number and level of education of teachers in the selected secondary schools.

4.3.2 Quality of teachers

The researcher sought to know the quality of public secondary schools teacher's in Vunjo sub-district (the study area). A researcher used levels of education and actual classroom teaching performance to analyze the quality of teachers. Questionnaires were used to get the level of education and actual classroom observation used to see actual teaching efficiency in classes.

4.3.3 Teacher Levels of Education

A researcher used questionnaires to make analysis of teacher levels of education in Vunjo sub-district (Study area) where general teacher's levels of education were obtained from heads of schools questionnaire responses. The following information was obtained on the teacher's levels of education the study; Certificates teachers were 12, Diploma teachers were 66, Degree were 42, while other education were only 4. The following figure summarizes the levels of education in percentage;

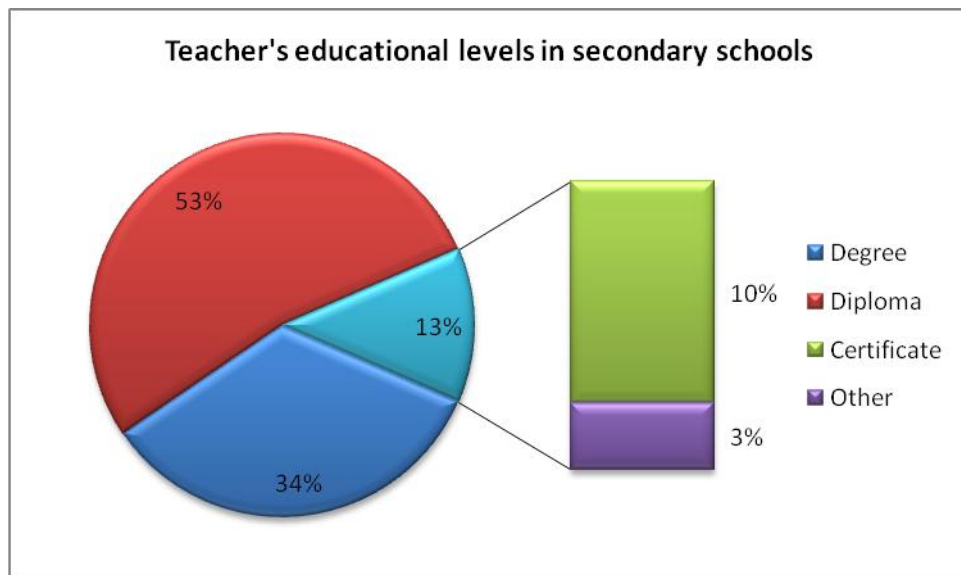


Figure 2: Education levels

Source: Field data

The above figure data shows that certificate teachers were (9.6%) percent of the all teachers, Diploma teachers were (54.8%) percent of all teachers, Degree teachers were (35.4%) percent while other education levels covered (3.2%). However from the field it was found that teachers on education levels quality of teachers were sufficient, though most of certificate teachers were employed by schools to cover scarcity of science teachers like Basic mathematics, Chemistry and Physics

From the table above it was found that most of the teachers in public secondary schools are highly qualified with diploma (54.8%) and degrees (35.4%). This gives the picture that sometimes the low efficiency of public schools was not related to the number of teachers and quality of teachers in relation to academic credentials.

4.3.4 Teaching efficiency in Classrooms

Another attribute that a study used to analyze quality of teacher was through classroom teaching efficiency where classroom observation method was used. A researcher specifically used non participatory observation technique where the following were analyzed through researcher observational checklist:

1. Classroom climate,
 2. Individualized education programs,
 3. The teaching that encourages self-regulated learning,
 4. The teaching that provides different strategies to cater special needs,
 5. The teaching that employs co-operative group teaching,
 6. The teaching that employs peer tutoring,
 7. The teaching that use reciprocal teaching,
 8. The teaching that involves providing of teaching and learning materials,
- Researcher expressed the findings in percentage where; very often stood for 100%, often-50%, occasionally-25% and rarely/never stood for 0% percent. The following figure shows the findings,

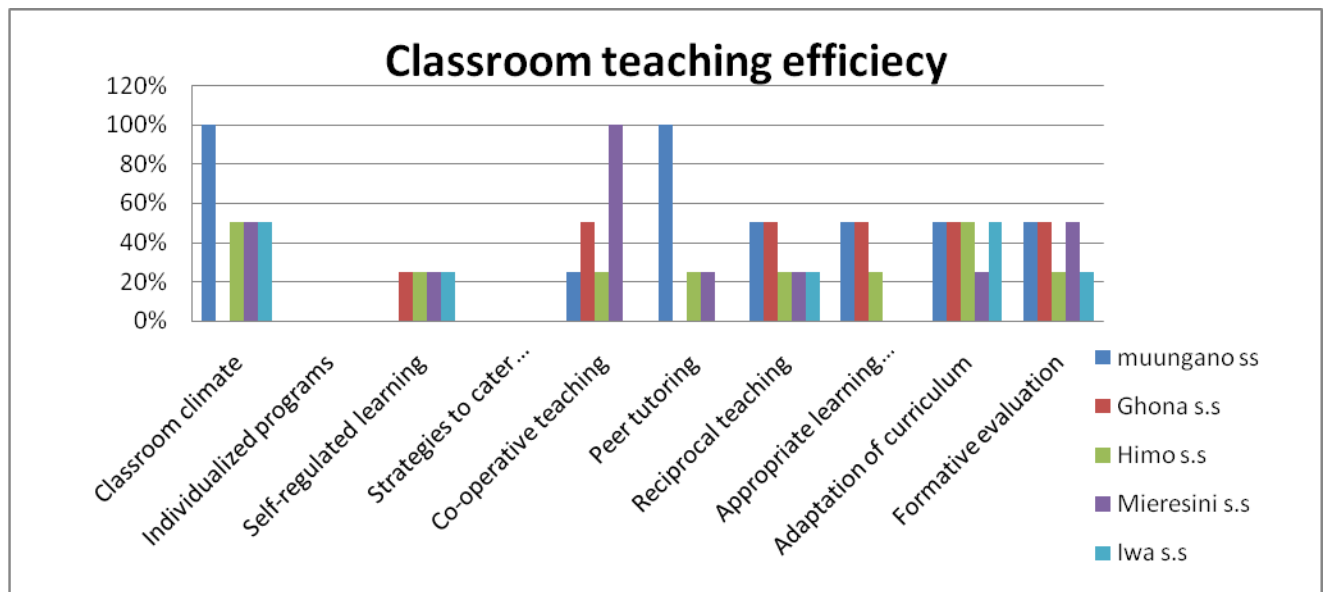


Figure:3. Observed classroom teaching efficiency

Source: Field data

The figure it was above shows that Teaching that Creates friendly classroom climate; *Muungano(100%), Ghona(0%), Himo(50%), Mieresin(50%), Iwa(50%)*. The teaching that employs individualized educational programs: *Muungano ss (0%), Ghona ss (0%), Himo ss (0%), Mieresini ss(0%), Iwa ss (0%).* The teaching that encourages self-regulated learning; *Muungano ss (0%), Ghona ss (25%), Himo ss(25%), Mieresini ss 25%, Iwa ss25%*. Teaching that provides different strategies to cater special needs; *Muungano ss (0%), Ghona ss (0%), Himo ss (0%), Mieresini ss (0%), Iwa ss (0%).* The teaching that employs co-operative group teaching *Muungano ss (25%), Ghona ss (50%), Himo ss (25%), Mieresini ss(100%), Iwa ss (0%)*. The teaching that employs peer tutoring *Muungano(100%), (Ghona0%), Himo(25%), Mieresini ss (25%), Iwa ss (0%)*, Teaching that uses reciprocal teaching; *Muungano ss (50%), Ghona ss (50%), Himo ss (25%), Mieresini ss (25%), Iwa ss 25%*. The teaching that involves providing of teaching and learning materials, *Muungano ss (50%), Ghona ss (50%), Himo*

ss(25%), Mieresini (0%), Iwa ss(0%) The adaptation of appropriate and flexible curriculum *Muongano ss(50%), Ghona ss(50%), Himo ss(50%), Mieresini (25%), Iwa ss(50%)* and the application of formative in classes during teaching *Muongano ss(50%), Ghona ss (50%), Himo ss (25%), Mieresini ss(50%), Iwa ss(25%)*.

Statics and evidences generated from the fields implies that teaching efficiency still in some extent a problem despites existence qualified teachers in public secondary schools example at Muungano and Himo secondary schools where there are students with special need but still there was no individualized educational programs and the teaching strategies that cater special need students. As Jafari Muhamed one of the special need student (difficult in hearing) who had this to say;

...You see ... I can say I don't understand many things in class during teaching because I cannot hear properly and most of teachers use low voices, when I try to look on their mouths to get what they are saying they sometimes move or turn to write something on the blackboard..¹

Also it was the same case at Muungano ss where Amiri Juma (A student with albinism and eyes sighting problem) had also the following to say;

... I don't see well on the chalk board especially when the hand writing is small. I sometimes read from my neighbor's exercise book. But I know even him, there a lot of information that he does not write.²

The field obtained statements above implied that there were absence of individualized programs and teaching strategies that cater special need students. Also it was observed that teachers were not caring about the different needs of students despite the fact that they were well qualified academically.

¹ Interviewed by the researcher on 02nd September 2013 at Himo secondary school.

² Interviewed by the researcher on 06th September 2013 at Muungano secondary school

These findings correlate with the literature. For example, (Cheng, 1996) suggested that academic qualifications are not enough to suggest that teachers are of quality. Other attributes such as work experience, interpersonal relationship and inclination to teaching are essential ingredients.

Though it was found that other some schools had more teachers while other were having very few teachers still the general over roll number of teachers in the study were enough but the problem was the allocation of teachers where remote schools were not having enough teachers like Iwa ss (see table:6 above) which shows there was a problem of unbalance in allocating newly employed teachers.

A second determinant of teacher quality was to assess their effectiveness in relation to student teachers ratio in Kilimanjaro, Vunjo-sub district (the study area). A researcher investigated on the number of teachers compared to the number of students (student teacher ratio). This information was also solicited through questionnaires and interview. The following number of teachers and student were obtained from the schools studied as showed in the table bellow;

C/N	SCHOOL NAME	NO. TEACHERS	NO. STUDENTS	RATIO
1.	Muungano	30	827	1:26
2	Himo	30	510	1:17
3	Mieresini	31	490	1:16
4	Iwa	10	473	1:47
5	Ghona	19	364	1:19

Table 6: Number of teachers and students at studied schools

Source: Field data 2013

The above table shows that; Muungano secondary had 30 teachers and 827 students with ratio of 1:26, Himo secondary had 30 teachers and 510 students with the ratio of 1:17, Mieresini had 31 teachers 490 students with ratio of 1:16, Iwa secondary had 10 teachers and 473 students with

ratio of 1:47, and Ghona secondary had 19 teachers 364 students with ratio of 1:19, In fact the above teacher students ratio was obtained through number of teachers in a school compared by the numbers of students. Generally was found that average student teacher ratio in the Vunjo-sub district (study area) was 1:25 The figure: 4 bellow illustrates the findings;

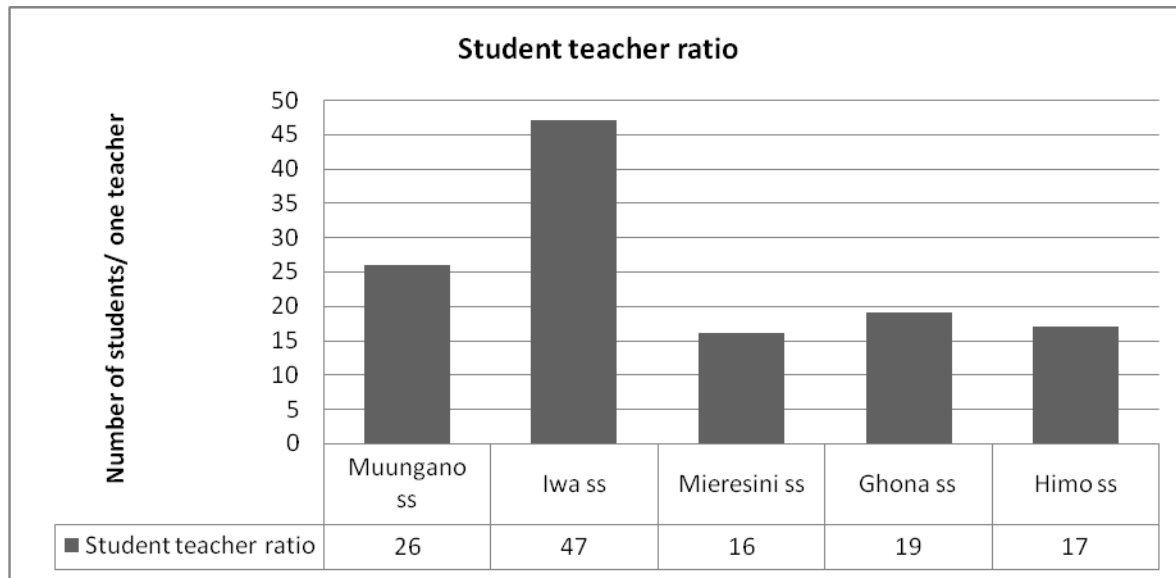


Figure: 4 Teacher student ratios

Source: Field data 2013

From figure 4 above it was found that most of the schools has large number of teachers that their teacher student ratio was ranging to 10s to 20s such schools are like Muungano ss, Himo ss, Mieresini ss and Ghona ss. The situation was not the case for Iwa ss where there was scarcity of teachers a school was having only 10 teachers with student teachers ratio of 1:47. One unexpected finding from this study is that, although the number of teacher may look satisfactory, teacher - student ratio of 1:25, there was uneven distribution of teacher according to the subjects taught in secondary schools. Science subjects for example, there was a serious scarce of teachers.

In some schools, the heads of schools employed unqualified teachers to fill the gap most of who possessed form four and form six certificates, with no teacher training

These findings can explain the reasons why Tanzania is experiencing poor performance in science subjects despite the fact that the ministry of Education is distributing teachers to secondary schools

4.3.5 Summary of Findings

This section made an analysis of quality of teachers in secondary schools to the study area by analyzing levels of education among teachers, teaching efficiency in classes and student teachers ratio. The study findings showed that public schools are having qualified teacher basing on level of education with diploma and degree for 87% which showed that the failure of students in public schools does not relate to this quality. On teaching efficiency field data showed that teacher did not teach by considering special need students for this to some extent it was found to be among the causes of failure in public schools. And on teacher student ratio it was found that there was very high disparity in student teacher ratios from 1:16 to 1:47 among schools in the study area also teachers were not distributed subject wise which resulted to employing unqualified teachers to teach especially science subjects. This also to some extent is considered to have contributed a lot to science subject failure in public secondary school in Kilimanjaro, Vunjo sub- district.

4.4 Individualized Programs, Special Need and Low Performing Students

4.4.1 Special Need Students in the Schools

Among the benefit stipulated in the cost sharing was the institution of individualized education programmes for special need students. The study investigated on existence of special need students aim was to know whether there were special need students enrolled in the public secondary schools and to investigate ability of these school to retain them. A researcher used the questionnaires and interviews where questionnaires were admitted to the teachers who were asked to state “Yes” if there were special need students or “No” if there were no special need students. The study involved five secondary schools and the findings are summarized in the figure below;

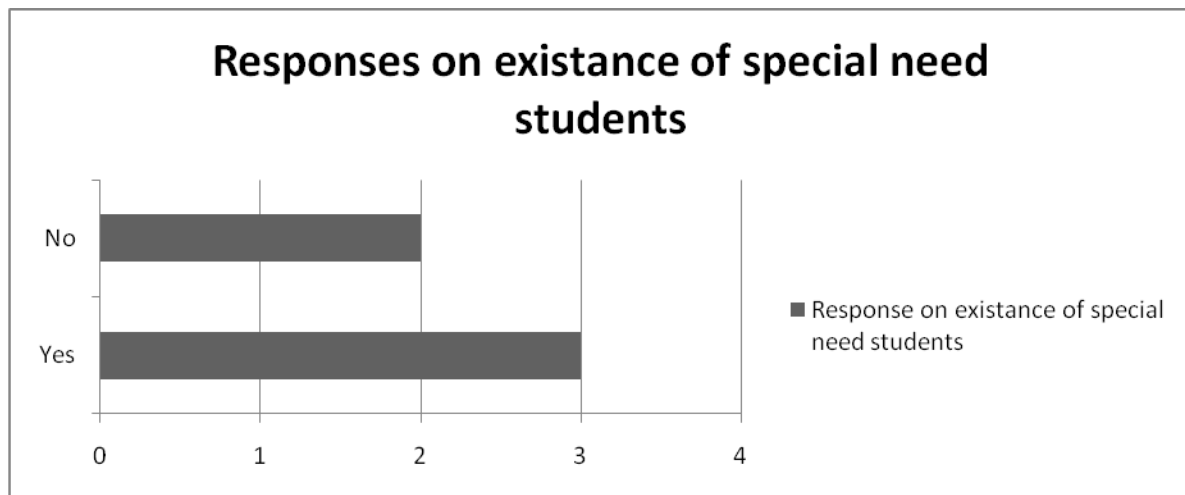


Figure 5: Responses on the existence of special need students

Source: Field data 2013

As the figure above illustrate among five (5) studied schools three of them which are Muungano SS, Himo SS and Ghona SS were having special needs students which was (60%)percent of studied schools and only two Mieresini SS and Iwa were not having special need students which was (40%)percent of all studied schools.

The findings has two implications; One it was found that selection of students to join public secondary schools does not much consider students disabilities (Impairments) and the schools they are enrolled at. Second there were possibilities of special need failures who are enrolled at these public schools being caused by unsupportive learning environments they are enrolled at.

4.4.2. Special Need Teachers in the Schools

The study made an investigation on presence of special needs teachers in public secondary schools. The aim of this investigation was to cross-check whether the expansion of secondary schools under MESS program was going together with improving schools efficiency by improving schools abilities to accommodate special need learners by having special need teachers. Respondents were required to state ‘ Yes’ if there were teachers for special needs learners at the school and ‘ No’ if there were no teachers for such student. The following results were obtained from the study 26 respondents responded to the questionnaires the following table shows the questionnaire responses in selected schools.

NAME OF SCHOOL	‘Yes’	‘No’
Muungano ss	0	9
Himo ss	0	7
Ghona ss	0	4
Mieresini ss	0	6
Total	0	26

Table 7: Responses on existence of special need students

Source: Field data 2013

The above table shows that 26 respondents stated ‘ No’ and no any respondent who stated ‘ Yes’. The same question was admitted to the students during interviews this was aimed to get

the reliability of the responses on existences of special need teachers in the schools however the same results were obtained no any school of which respondents accepted the presence of special need teachers as summarized in figure bellow;

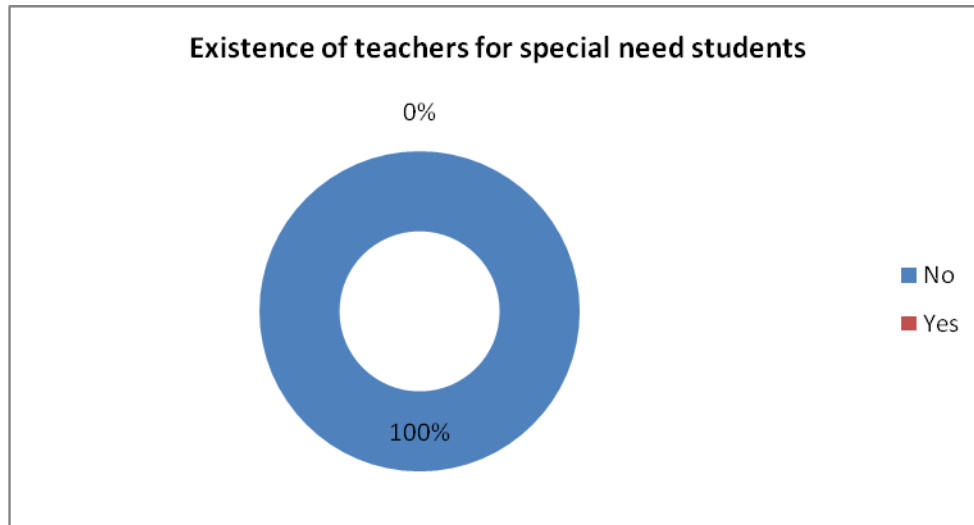


Figure:6. Existence of special need teachers

Source: Field data 2013

The above data it was found that despite the government effort to build more secondary schools to expand access of students in secondary schools education to the ward level through the community schools, still poor considerations were put on special need students belonging to the same communities as no teachers for special needs were employed at the schools.

4.4.3 Individualized Program for Special Need Students

The researcher sake for understanding the existence of individualized programs for special need students that enables them to copy the learning process like other students. The aim of the study was to see how public secondary schools runs special programs to enable disabled students enrolled in these schools to perform well and reach fruits of education like other students. Various respondents were consulted in order to get different opinions from teachers and students.

In this case respondents were asked to state ‘Yes’ if there were presence of individualized programs for special need students or ‘No’ if there were no such programs. The obtained data showed that all 26 respondents (100%)percent questionnaire responses from the teachers stated ‘No’ while no any of them stated ‘Yes’ the same results were obtained to the students when responding to the same question where all 87 students stated ‘No’ where no any respondent who stated ‘Yes’ on existence of individualized programs for special need students. The following figure 8 summarizes the above findings;

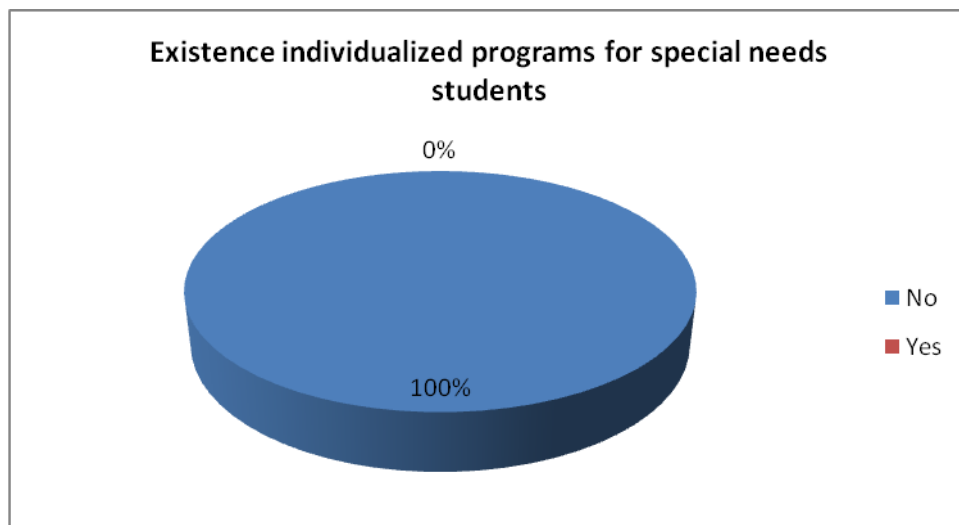


Figure 7: Responses on presence of individualized programs for special needs students

Source: Field data 2013

As the figure above illustrate all respondents who were (100%) percent in the study they stated that ‘NO’. which means that there were no individualized programs for special need students in the public schools. The same data were obtained by this study when a researcher asked some special need students in at Himo ss and Muungano ss whether there were any programs to help them to perform well. When asked on the existence individualized programs to enable them to

perform well. Jafari Muhamed (Himo ss) one of the special need student (Difficult in hearing) had this to say;

‘There are no such program in our school, no one knows about them. .’³

Another student, Amiri Juma (A student with albinism and eyes sighting problems) who had also the following to say;

‘No, there are no such programmes in this school. ’⁴.

The above findings implies that there were absence of individualized programs and teaching strategies that cater special need students and also the teacher had less considerations on schools on special needs students. The finding gives the meaning that, public secondary schools in Vunjo sub-district has no ability to enables students with special need to perform well and reach what Jean Rousseau call “Fruits” of education.

4.4.4 Individualized Programs for Low Performing Students

Also a researcher sought to know if there were individualized programs for low achieving students the a researcher was interested to see the ability of public schools to run programs to help students with low achieving or learning difficulties to improve their performance. The aim was to trace the ability of public secondary schools to run special programs to enable low performing students enrolled in these schools to perform well so as to reach the fruits of education like other students.

Different respondents were consulted in older to get different opinions from teachers and students. In this case respondents were asked to state ‘Yes’ if there were presence of

³ Interviewed by the researcher on 02nd September 2013 at Himo secondary school

⁴ Interviewed by researcher on 06th September 2013 at Muungano secondary school

individualized programs for low performing students or 'No' if there were no such programs. The obtained data showed that all 26 (100%) percent of responses from the teachers they stated 'No' while no (0%)percent stated 'Yes' the same results were obtained to the students when responding to the same question where all 87 students stated 'No' where no any respondent who stated 'Yes' on existence of individualized programs for special need students. The findings are summarized in figure 8 below;

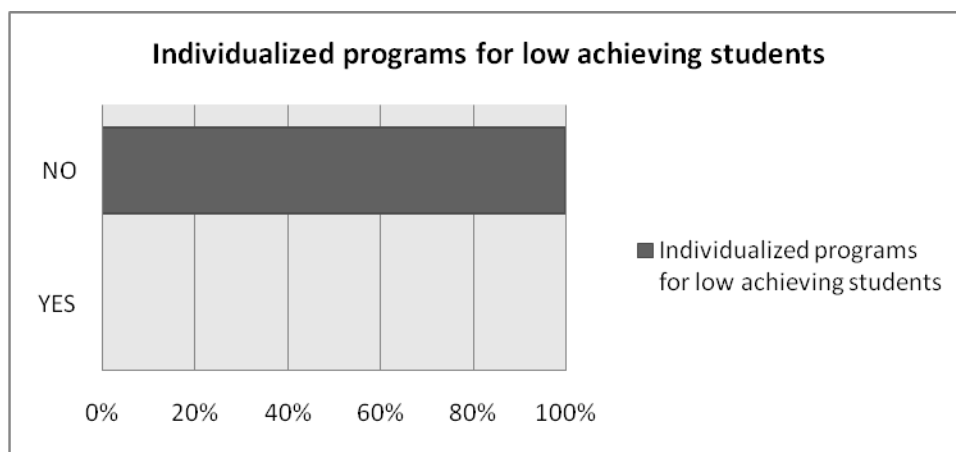


Figure 8: Responses on presence of individualized programs for low performing students

Source: Field data 2013

As the figure above illustrates all (100%) percent of respondents they stated that there was no individualized program for low performing students. Therefore the findings have the implication that there were no individualized programs for low performing students in public schools. It was also found that low performing students enrolled at public secondary schools are likely to fail their final examinations, which shows low efficiency of public secondary schools in Vunjo sub-district.

However a researcher realized that there some programs designed by schools like remedial classes and extending teaching hours which involved all students and giving the possibility of

students who are low achieving to remain back while fast achiever to perform more and widening the gap between fast achiever and low achiever in the school. With support to this, during interview with student one student (Princess Kessy) when explaining against remedial classes. She has this to say; classes. She has this to say;

“Remedial and extended class hours does not help low achieving students because what is taught in remedial classes is a continuations of what was taught in the classroom.”⁵

The same were given by the students at Mieresini and Iwa secondary schools who has this to say;

“Actually we don’t have individualized programs for special need students and low performing students what we are having is just like tuition on Saturdays where students come with two hundred each for studying and it being paid before to inter the class.”⁶

The respondents explanations showed that even the newly established enrichment classes by the ministry of education and vocation training under “Big result Now”(BRN) program was not well understood by all studied schools where all students are being involved in the program instead of low performing students. It was found that still tuition activities are still done in schools where students from poor families are segregated in extra studies like and special teaching and learning programs when fail to for the program cost which shows that students from poor families enrolled the schools there were possibilities to fail their examination at public schools compared to students from well-off families

4.4.5 Summary of Finding

The findings in this section shows that despite of existence of special need students in public secondary schools for 60% of all studied schools but there was no programs designed for special

⁵ Interviewed by the researcher on 06th September 2013 at Muungano secondary school

⁶ Interviewed by the researcher on 03rd September 2013 at Mieresini secondary school

need and low achieving students in the schools, also it was found that still there was no teachers for special need learner in the schools. However it was observed that even the remedial classes were not designed for low achieving but it was for students who can pay for it where students from poor family are segregated from the remedial classes. This shows the possibility of students from poor family to fail in public secondary school by failing to pay for remedial costs as it has explained above that what is taught in remedial classes are continuations of what taught in classes.

4.5 Social Services at the Schools

To understand the effectiveness of cost sharing, one of the aspects is the availability of quality social services provided in public schools. Observational checklist and interview with students were used to solicit information about social services. Observation was done by walking around the schools environments and recording the availability and quality of various social services found in the schools where services such as Water, Food, Electricity, Shop, Telephone, stationary, transport and Health services were observed. On making analysis of social services a researcher used 100% for available and adequate, 50% for available but inadequate and 0% for Not available when making analysis of quality of social services and the obtained data are summarized in the table following table :

SERVICES	No. of school with the service	No. Studied schools	Percent %
Water	02	05	40%
Food	05	05	100%
Electricity	03	05	60%
Shop	01%	05	20%
Telephone	0	05	0%
Stationary	0	05	0%

Transport	0	05	0%
Health services	0	05	0%

Table 8: Availability of services at schools

Source: Field data 2013

Basing on quality of services it was observed that water services were adequate at 2 schools out of all 5 studied schools equal to (40%) percent of all schools while schools with water but inadequate were 3 Of 5 which was (60%) of all studied schools no any school found with no water services. On health services it was observed that no (0%) percent of health services. It was observed also food service was provided in adequacy at one school out of all five studied schools which was (20%) percent of all studied schools. On electricity services three schools (60%) percent had electricity out of all five studied schools. On shop services was provided in one school (20%) of all studied schools, Transport, telephone and stationary services were not provided to all studied schools as illustrated in figure 10 below;

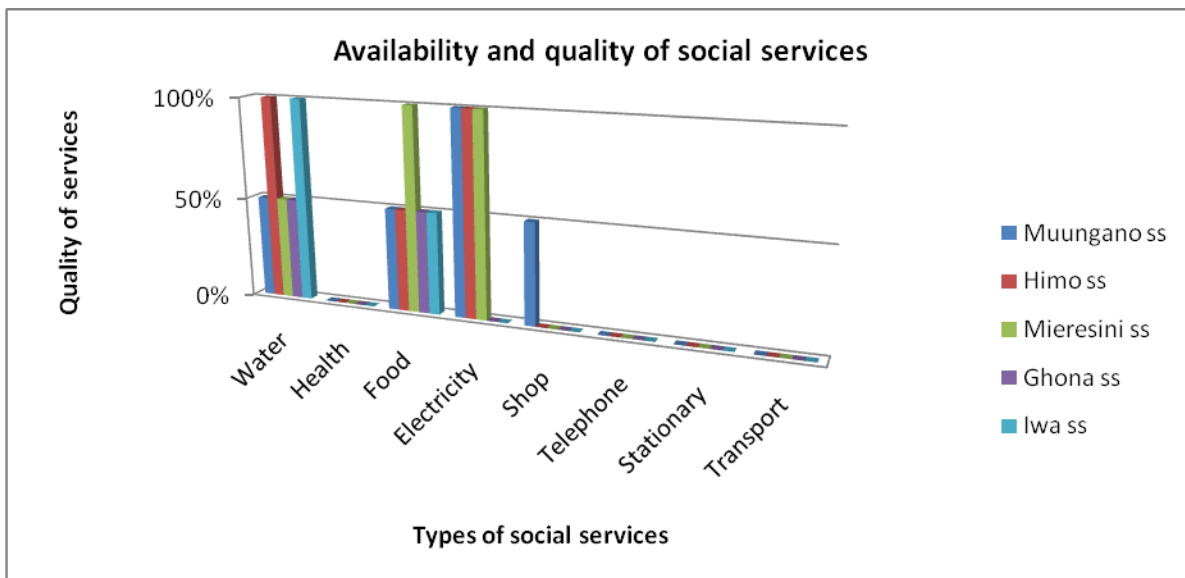


Figure 9: Observed available and quality of services

Source: Field data 2013

From the figure above it was found that there were serious shortage of social services in public secondary schools in Vunjo sub-district which a study found that may affected their efficiency. First the absence of health services at all schools and absence of transport services had resulted to uncertainty of schools to be a safe place for learners and reducing the trust of some parents to bring their children at these public schools. Shortage of social services in the studied schools shows that when students get health problems it becomes very difficult to be helped. Interview with the Iwa secondary school confirm the observation. The question was: What happens when student gets serious sick at school? Aziza Mshana (The head mistress Iwa ss) she had this to say;

“.... Students are instructed to ask permission to go to the hospital or home when they get sick. they ask for permission to go home or hospital Moshi town.”⁷

On the other incidence a researcher at Muungano secondary school he observed two teachers under the tree trying to help a student who was very serious sick. One of the teachers (Mr. Modest Temba) when asked on provision of health services at the school he had this to say;

“My friend (Referring to a researcher)as you can see we have about 900 students here, but we don’t even have first aid kit, when any student become serious sick as you see we stop teaching and become doctors to help our students.”⁸

⁷ Interviewed by the researcher on 04th September 2013 at Iwa secondary school

⁸ Interviewed by the researcher on 06th September 2013 at Muungano secondary school



Picture 1: Teachers and students helping a sick student at Muungano SS

Source: Field data 2013

The first statement shows that teachers at Iwa SS use to give students permission to be out of school for treatment while teaching and learning process proceeds at school. Also absence of health services at the school had caused some student to use sickness as the reason to be out of school for prostitutions, Drag abuse, Alcoholism and truancy which affects direct students performance and reduce schools efficiency.

Second statements shows that teachers at Muungano SS they spend a lot of time taking care of student when they become sick at schools where teachers stops teaching and starts to take care of their students. Second it had observed there were absence of stationary services at all schools this showed that there is difficulties in preparations and duplicating of examinations at the schools as the result of shortage of stationary it thought there was inadequate exercises and examinations in the schools

4.5.1 Availability of Non-Teaching Stuffs to Provide Social Services at the School

Among the reason for rapid growing of costs in public secondary schools was reported to aim at improving schools efficiency by employing teaching and non-teaching stuff to provide various social services at public schools. The study made an investigation on existence of non teaching stuffs in public secondary schools in Vujo sub-district (study area). The study aimed to see whether there were non-teaching stuffs who were employed to provide various services at public schools. A researcher interviewed students on existence of non-non teaching stuffs who are employed to provide social services at their schools. The study went further by interviewing heads of schools and teachers the same question on existence of non teaching stuff to provide various social services at the school.

Through questionnaires the study asked on existence of non-teaching stuff employed for the provision of various services, guidance and counseling services and sports like football, basketball and netball. The question required the respondents to put ‘No’ or ‘Yes’ to the service if there was no such non-teaching stuffs or yes if there were non-teaching employed for the service listed. The table below shows the results;

Schools	Sports and games		Guidance and counseling		Health services	
	YES	NO	YES	NO	YES	NO
Muongano	0	8	0	8	0	8
Himo	0	6	0	8	0	8
Mieresini	0	4	0	4	0	4
Iwa	0	4	0	4	0	4
Ghona	0	4	0	4	0	4
Total	0	26	0	26	0	26

Table 9: The existence of non teaching to provide the services at schools

Source: Field data 2013

The table above shows that Muungano ss ‘Yes’ 0 (zero) ‘No’ all 8 (eight) respondents, Himo ss ‘Yes’ 0 (zero) and ‘No’ all 6 (six) respondents Ghona ss ‘Yes’ 0 (zero) and ‘No’ all 4 (four) respondents Iwa ss ‘Yes’ 0 (zero) and No all 4 four respondents and Mieresini ss ‘Yes’ 0 (zero) and ‘No’ all respondents, On the other hand students were interviewed on the existence of non teaching stuffs employed in their schools to provide such services all students responded that there were no non-teaching stuff at their schools to provide guidance and counseling services, Sports and games and health services social. The findings are illustrated in figure bellow;

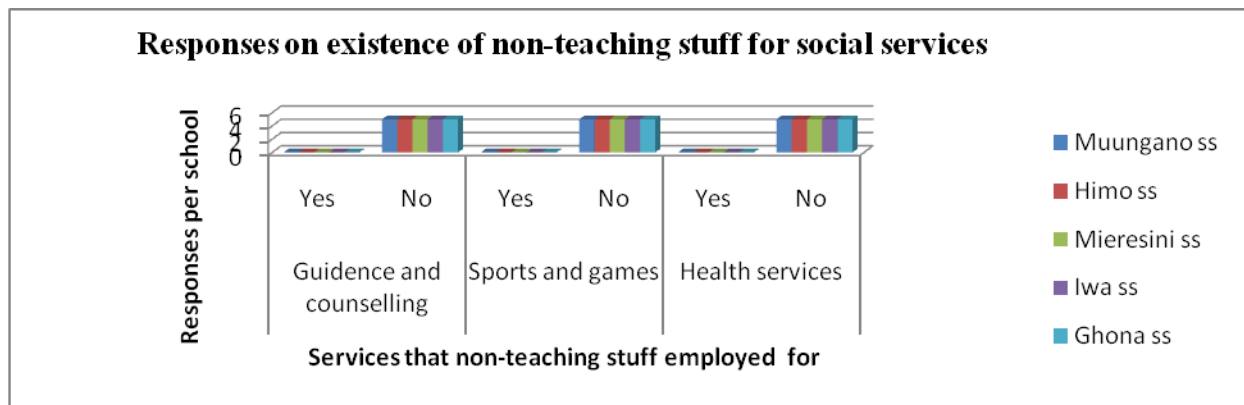


Figure 10: Existence of non-teaching stuffs

Source: Field data 2013

The figure above shows that among all five (5) studied schools there were no any school with non-teaching stuff for guidance and counseling, health services and guidance and health services. Therefore these findings has three implications; Fist despite of many educationist insists on the importance of social services at schools like health services, Guidance and counseling , and physical exercise that has positive impacts to students performance as well as school efficiency still there was no any effort done by the government to make it practical at public schools. This

had revealed in the study where no any non-teaching staff who had being employed to provide such services at the studied public schools.

Second it was found that despite of the fact that secondary students are mostly in the age body physical changes like adolescence age and its challenges like early pregnancies, drugs abuse, naught behaviors etc still there was absence of non-teaching stuffs for guidance and counseling in public secondary schools. Third despite of recent reported of students miss behaving like drug abuse, Fighting with teacher example in Bagamaoyo, Early Pregnancy, Early marriages, Truancy and recent NECTA reported insults of some of CSEE candidates when attempting their examinations but in fact still there were no government effort to employ counselor to rescue the situation in public schools.

4.5.2 Other Social Services Provided at Schools

A researcher thought to know the availability of necessary services at schools that enables all the students including those with special needs to feel comfortable at the school. A researcher worked around the school environment and making observations on availability of toilets at the schools and at the classes and hostels buildings he made an observation on wheel chair entrances at the school buildings. The aim of researcher was to see if the public secondary schools environments were positive to all the students including those with special needs. Unfortunate it was found that among all schools which were studied no any school with accessible toilets to those with physical impairments, and wheel chairs path to their classes and hostels as showed in the picture bellow;



Picture 2: A class with no wheel chair path at Himo Secondary School

Source: Field data 2013

Therefore, adhering to the picture 1 above its obvious that Moshi district council engineers and technicians doesn't recognize disables students when constructing the classes. It was observed all building had steps for pedestrian only. The situation was worse at Himo ss where some classes steps found at the school gave difficulties even the pedestrian's students to inter the classes it was worse to disables. This showed that public secondary schools in vunjo sub-district were unfriendly to disables.

A research thought to understand the quality and availability of other social services provided in schools Kilimanjaro Vunjo – Sub district (Study area). A researcher used observations of

existence of playing grounds and hostels buildings etc to analyze the existence of other services.

A researcher also used to interview the students on existence of teachers houses, Hostels, Dormitories, Guidance and counseling, Sports and Health services at their schools. The following Colour tilting table was used to analyze the quality of such services;

SOCIAL SERVICES	Muungano	Himo	Iwa	Mieresini	Ghona
Hostel and dormitories	Inadequate	No service	No service	No service	No service
Guidance and counseling	No service	Non-formal	Non-formal	No service	No service
Sports and games	Non-formal	Non-formal	No service	Non-formal	No service
Health services	Non-formal	No service	No service	No service	No service
Teachers houses	Inadequate	No service	No service	No service	Inadequate

Key:

No service	Adequate	Non-formal	Inadequate
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Table :10 Observed quality of other social services

Source: Field data 2013

The table above shows that quality of social services as follows; Hostel and dormitories only one school (*Muungano ss*) was having hostel services out of all five studied schools though the service was inadequate (*Available and inadequate*). Guidance and counseling services were provided in two schools (Himo ss and Iwas ss)out of all studied schools though the service were Non-formal formal (*Available but locally operated*). On sports and games services three (3) schools dad such services out of Five (5) and the services were non-formal (*Available but*

occasionally operated). The obtained findings are summarized in the table below in percentages;

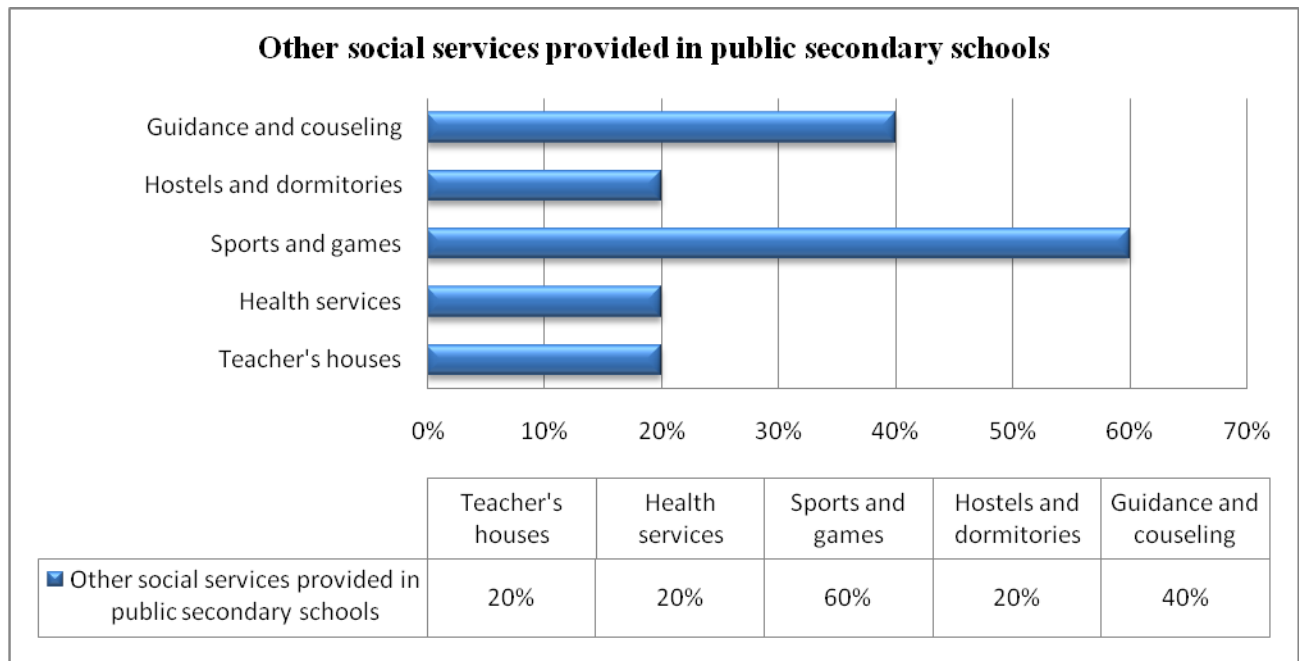


Figure 11: Summarized other social services provided in public schools

Source: Field data 2013

The data summarized above shows that the availability of hostel services at public secondary schools were for (20%) percent which shows that about (80%) percent of public secondary schools had no hostels services. It was also found that though the hostels were available for just 20% of public schools but the services even in the schools where they were found the hostels were inadequate. The absence of hostel services it had affected public secondary schools efficiency as it has believed that there is great role of hostels and dormitories in retaining students and controlling school dropouts, giving more time for private studies (*especially girls*) who educationist suggests that no way to improve female performances in Africa is through separating them from their family chores which can be attained through having hostels in

schools. The absences of hostel services in public secondary schools affect student's performance by shortage of time for studying especially girls, as the result affects school efficiency in general.

Through the interview, the researcher was able to corroborate the data from the observation. The question was: As a counselor, where did you get the training? It was found that Guidance and counseling services were available for 40% percent of schools in the study though services were done locally and volunteered (Non formal). It was also found that the teachers who provided guidance and counseling services they did not attend any training on guidance and counseling activities, as one of the teachers (the guidance and counseling teacher) responds:

“I have been doing guidance and counseling services for over ten years now. Although I was not trained as a counselor, I have provided wisdom to many students, and some teachers without a need for training.”⁹

In another school, a teacher who was assuming the role of a counselor had this to say:

“All secondary school teachers are expected to counsel and guide students. I use my own experience as a long time teacher, and I have not encountered any problem.”¹⁰

From the above statement it was found guidance and counseling services that were provided in many secondary schools were not done by professional counselors but teachers who were selected at the schools. It was also found that even the services were not situational counseling but experiential counseling which is discouraged to be used to the youth ages and scientific areas like schools.

⁹ Interviewed by the researcher 04th September 2013 at Iwa secondary school

¹⁰ Interviewed by the researcher 04th September 2013 at Ghona secondary school

It has being believed secondary schools students are found in early youth stage which need more guidance and counseling services so as to control them from immoral behavior like drugs abuse, alcoholism, truancy and early pregnancy. This shows that absence of guidance and counseling services in the public secondary schools it thought to impact on immoral manners in public secondary schools such as early pregnancy, school dropout, drugs abuse, alcoholism and truancy which had lowered student's performance and reduced the schools efficiencies.

Sports and games were conducted in only in (60%) of all public schools studied, however it was found that all schools sports were conducted in non formal ways, where there were no specified time for sports and games. All sports were conducted occasionally especially in times of UMISETA for one or two weeks only and types of sports done were only foot ball and netball annually. It was also found that (20%) of the public schools in the study did not have even playing ground which means that no any sport activities that done at the schools. On other hand it was also found that (20%) of the schools had playing grounds but they did not have sports and games activities at al. Such schools are like Ghona secondary had playing ground but no sport activities was done at the school. The researcher overheard one of the teachers, Mr. Kileo(the second master) saying:

“If it is about games, we had not materials for sport activities. Games were encouraged when all the secondary schools were government schools, when children used to compete. But with liberalization of economy and private schools now coming up, schools are more concentrated in academic activities. The competition now is in the academics, not in the games¹¹”

From statement above it was observed that sports and games are being given less priority among heads of schools compared to other activities, it was also found that head of schools interpreted

¹¹ Interviewed by the researcher on 05th September 2013 at Ghona secondary school

that sport and games are just wastage of time for learners. From the above statement it was found that there was no policy legal system which governs the operations of social activities at schools like sport and games. From the statement above it looks that operations of sports and games at the schools depends on the interest of heads of schools not regarding role of sports and games to students and school in general like physical health of students and sport and games power to refresh, entertain, retain, control truancy and school dropouts.

On teachers houses services public schools were available in (40%) percents of all studied schools though the houses were inadequate compared to needs of teachers at the schools where they were found, (60%) of the public schools they did not have teachers houses. This implies that the shortage of house services had great contributions to shortage of teachers in public schools where teachers in public schools look for private schools in search of such services, which results in shortage of teachers in public schools and lowering schools performance and efficiency

4.5.3 Chapter Summary

This chapter had assessed the efficient of public school in Vunjo sub district (Study area) by analyzing Quality of teachers, teaching efficiency, Availability of individualized programs for special need and low performing students and availability of social services at schools. It was observed that for quality, public schools have qualified teachers with diploma and degree also it was observed that despite of these school to enroll special need students still there were neither teacher for special needs nor individualized programs for special need and low performing students in the schools, on social services it was

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.1 Introduction

The main purpose of this Chapter is to provide a summary of the study and the conclusion of what was found in chapter 4.

5.2 Summary of the Study

Generally this study attempted to examine the efficiencies of public secondary schools under this cost sharing period. Chapter 1 discusses about the background of studies, statement of problem at hand its objective, research question significances of this study and limitation of the study. Chapter 2 dwells on theoretical considerations, empirical literature review basing in quality of teachers, individualized programs for special need and low achieving students, social services in schools and lastly conceptual framework. Chapter 3 presents the methodology of data collections, scope of study, study population, research tools and data analysis. Chapter 4 focused on characteristics of study populations, and analysis and discussion of the study data in quality of teachers, individualized programs for special need and low achieving students and social services in Vunjo sub-district (study area).

Specifically, the study sought to examine quality of teachers and the existence of various social services including individualized programs for special need and low performing students in the selected public secondary schools at Vunjo sub-district Kilimanjaro region.

5.3 Discussion of the Findings

The Tanzania public secondary schools were experiencing the alarming low performance since the late of 2000s this wave of low performance started to take place at the time on one hand when secondary schools education stakeholders (parents students etc) were beginning to experiencing severe education cost hardships resulting from Structural Adjustment Programs (SAPs) adopted by the government since 1990s, and on the other hand, the predominance of trade liberalization was promoting the growth of free trade which emphasis was on market economy, privatization and private investment. It was thus, the time when more emphasis on development of private secondary schools took place.

The government thought to put efforts to improve the public schools efficiency through cost sharing, Decentralizations of public secondary schools (SBM) and community involvements. It was out of the government's efforts several contributions were shouldered to parents for their children secondary school education like food, school fees, chair and tables, papers contributions etc in fact money and materials. Despite the government efforts recent CSEE results shows that there was rapid fall in performance among public secondary schools compared to private schools.

But more importantly, mostly of government efforts to improve public secondary performance are basing on administrative structures and less concerns had being put on social services provided at public secondary schools, teaching and learning processes at school, strategies to help special need/low performing students and number and quality of teachers in public secondary schools. This study with confidence, observed that poor social services at public secondary schools, absence of individualized programs for special need and low performing

students and unbalance of teachers to have contributed to low efficiency of public secondary schools.

These results suggest that cost sharing does not promote effectiveness in secondary schools in Vunjo sub-region. However we would argue that, because of lack of focus in training teachers alongside the subjects taught in secondary schools and giving priority to services needed in secondary schools, the results of this study provide stronger evidence about what is really happening in secondary schools in cost sharing era. The results of this study support the idea that there are substantial differences between cost sharing and total government support in raising school efficiency in secondary schools.

If enough and quality teachers were trained and equally distributed, these findings would suggest that the efficiency or inefficiency in secondary schools were brought about by the number and quality of teachers. Similarly, the difference in school effectiveness measured by the availability of necessary services would be enough to have policy significance.

5.4 Conclusion

The notation of efficiency of public secondary schools draws upon a number of different issues and institutions planners and district councils. Issues relating to provision of health services at the schools, provision of guidance and counseling services, sports and games are all having impacts on relative success of schools efficiency. No single institution has over roll responsibility for efficiency of public secondary schools and progress needs to involve a wider range of government sectors and private sectors organizations. This underlines the importance of all key stakeholders working effectively in order to have well coordinated approach for addressing educational challenges.

The government will be able to develop flourishing school efficiency if guidance and counseling services, various sports and games services and health services will be provided at school. Individualized programs for special need and low performing students, and assuring equal distributions of teachers in rural and urban areas where public schools are found. For this to occur, different government ministries and sectors have to be involved to reach that goal. Example the provision of health services at public secondary schools will be attained if the ministry of education and vocation training and Prime minister's office Regional administrations and local governments will work together with the ministry of health to attain that goal. Is out of the same truck other ministries will be involved like ministry of sports affairs, transport and communication etc will be involved to reach the goal.

However the ministry of education and vocational training to maintain the quality of social services provided at the schools the employment of teaching stuffs should go together with that of non-teaching stuffs to work in the schools to provide various services at schools such as health services and guidance and counseling services which are very potential at schools and needs non teaching professions. On other hand in its known that learning needs and ability differs among learner where learner possess individual learning differences and needs for learning, with regard to this public secondary schools should establish individualized programs for special need and low performing students so as to improve their efficiency.

Efficient schools is therefore as started earlier, a particular facet of learning environment which pose both efficient classroom learning activities and efficient social services at school, where in class conditions learning activities involves created friendly classroom climate for all learners, Individualized learning programs, self regulated learning activities, learning that provides

different strategies to cater special needs, co-operative group learning, Teaching employs peer tutoring, teaching employ reciprocal teaching, providing of teaching and learning materials, adapts appropriate and flexible curriculum and the school that employs formative assessment. While on social services an efficient social have services like Teachers houses, health services, sports, dormitories, food, water, guidance and counseling services, electricity, shop, stationary and transport services at school. And therefore the efficient classroom learning activities help learners despite of their differences in learning ability and needs to perform well and social services at school help learner to develop physical and psychological health which help learners to settle in their mind for teaching and learning activities.

5.5 Implication of the Study Findings

Measuring the relationship between cost sharing and school efficiency in terms of students' completion rate and academic performance is an important topic in the field of education due to the ongoing battle for funding educational systems like schools. Schwartz et al., (2005) argue that it is important to study school efficiency so as to understand strength and weaknesses of policies and their implementations. This study after studying the efficiency of public secondary schools in Vunjo sub-district specifically to number and quality of teachers, existence of individualized program for special need and low achieving learners and existence of social services the above discussed study findings in 5.3 has the following implications to the implementation of cost sharing policy of Tanzania.

Cost sharing had contributed very little to the efficiency of public secondary schools as it has found that there has been no expansion of social services in schools and though there is increasing the number of teachers still distribution of them is not done equally rural and urban

schools and lastly the teaching in classes in these public secondary schools do not cater special need and low achieving learners in Vunjo sub-district Kilimanjaro.

5.6 Recommendations

Based on presented results, discussion and conclusions several issues would need to be addressed in order to enhance efficiency of public secondary schools. The following recommendations are among the issues that can be addressed to improve sustainability of the teaching and learning processes at public schools, provision of social services at the schools and implementation of policy but further more importantly providing areas for further research;

The entire Moshi district council (MDC) should put first priorities to remoteness area secondary schools when allocating new employed teachers so as they reduce the scarcity of teacher in remoteness schools, this should be going together with restrictions of transferring teachers from remoteness schools.

The government should now put emphasis to rural development programs like to ensure supplies of social services such as electricity, tarmac roads, water and health services in rural and remote areas so as to retain teachers and students at the working areas so as they wont transfer to urban centers in search of the services.

- Specific recommendations includes establishing of active sports and games programs in secondary schools which go together employing non- teaching stuffs for sports and games at public secondary schools so as help physical health of students and rise talents of students in sport and games.

- There should be integrations of different sectors like health, national housing, sports and games sector with education sector so as to easier the provision of services like health services and sport services at schools and assuring the quality of such services. This should go together with stopping teachers to give tablets to the sick students.
- The government should put strong considerations on employing non teaching stuffs to provide social services like guidance and counseling at schools, this will help the students in public secondary schools from immoral behaviors like drug abuse, prostitutes, notorious behaviors which lowering their performance and their schools in general
- Science taking students be further encouraged and the employment of science teacher be further encouraged so as to promote science subjects in secondary schools in Kilimanjaro, also MDC should put more emphasis in requesting science teachers to the central government and assuring the distributions of the science teachers employed is done equality and more consideration being put to the schools with shortage of the teachers, this will reduce the existing problem of the schools to use unqualified teachers (certificates, and form six leaver) to teach science subjects at public secondary schools.
- Specifically teachers should be reminded on the use of teaching strategies that cater special need and low achieving students during teaching and learning process. This will reduce the perceived fear of failing among special need students and low performing students enrolled at public secondary schools and encourage parents to take their children at the schools.

- The National housing corporation (NHC) should put considerations on constructing hostels at public secondary schools so as to reduce shortage of hostels which is causing high truancy, early pregnancy and immoral behavior among students in public secondary schools. The constructions should going together with constructions of teacher's houses so as to enables teachers to live with in schools environments.

- MDC should pass the by-laws that protect disables that constructions of public buildings like classes, hostels and dormitories that are accessible by disables that MDC engineers and technicians should not certify the buildings with no wheel chairs paths for disables. This should be going together with disabled toilets this will help to make these public schools to be friendly to disabled students.

- Ministry of education and vocational training should pass laws that governs operation of sports and games at public schools so as to make sure that sports and games are done at all schools this will help to retains, entertain, controlling dropout, truancy, creating cooperation and friendship among student etc this should be going together with passing the low that no any school should be registered without having sport and games pitches so as to make schools environment friendly to learners.

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APPENDIX I: Questionnaires to teachers and heads of schools

Aim Baraka R. Mwelumbini a student of The Open University Of Tanzania Taking Masters of Education Administration Policy Planning Studies (MED-APPS). With registration number HD/D/E/113/T.12, aim doing a research to fulfill the requirement of my study with a topic “Effects Cost Sharing on Efficiency of Public Secondary Schools, Case of Vunjo sub-district in Kilimanjaro.” Please Kindly respond to my research questions.

Personal Information of the respondents

1. Age.....

2. Sex (Please tick the correct answer)

(a) Male ☐

(b) Female ☐

3. Education level of respondent (Please tick the correct answer)

(a) Certificate ☐

(b). Diploma/Post Secondary ☐

(d) Degree ☐

(e) Others (specify)

4. Marital Status [Tick the codes below]

i/. Single ☐ii/. Married ☐iii/. Widowed ☐iv/. Divorced ☐**Part A: Number of teachers**

5. How many teachers do your school have gender wise and their level of education?

	Male	Female
Diploma and above		
Below diploma		
TOTAL		

6. What is the total number of students at you school gender wise?

Male	
Female	
TOTAL	

7. What is the student teacher ratio at your school?.....

8. Does your school has children with special needs?.....

9. If yes, what type of needs?

a. Deaf

b. Blind

- c. Physical disabled
- d. Albino
- e. Other (please specify).....

10. Does your school have teachers for special needs education?.....

11. if yes how many teachers with what type ef need?.....

Part B: Individualized programs special need and low performing students

12. Does your school have special programs for teaching special needs children?

- (i). Yes
- (ii). No

13. Does it have special programs for low performing student?

14. If yes what are the programs.....

.....

Part C: Social services to teachers and students at the school.

Does your school have non teaching stuffs, employed to provide the following services to the teachers and students.

SERVICES	YES	NO
16. Sport games like foot ball, basket ball, net ball,		
17. Health services		
18. Guidance and counseling		

19. What are other services provided in your school.....

.....

Thank you for your participation!

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Appendix II: Focus group discussion for students

Place:**Date:**.../...../.....

- i) What do you know about quality education?
 - ii) Do you think every child gets quality education?
 - iii) What are the barriers do you face when in school?
 - iv) What are necessary resources needed for your learning?
 - iv) Do you have the necessary resources for your learning?
- .
- .

Appendix III: Classroom Observation checklist

Observation Scale

The researcher will use observation Scale for evaluating teaching efficiency in classrooms. The criteria for awarding marks on the usage of observed teaching and learning activities will be:

Scores

1. Very often

2. Often

3. Occasionally

4. Rarely/Never

S/N	Classroom activity	1	2	3	4
1	Created friendly classroom climate for all learners				
2	Employs Individualized Educational Program				
3	Encourages self-regulated learning				
4	Provides different strategies to cater special needs				
5	Employs co-operative group teaching				
6	Employs Peer Tutoring				
7	Employs reciprocal teaching				
8	Provides appropriate teaching and learning materials				

9	Adapts appropriate and flexible curriculum				
10	Employs formative assessment				

1. Has there an expansion of social services to teachers and students in public secondary schools?

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Appendix IV: School Observation checklist for Social Services

Place..... Date...../...../.....

Observation Scale

The researcher will use observation Scale for evaluating availability and quality of social services available in the schools.

Scores

1. Available and adequate

2. Available but inadequate

3. Not Available

S/N	Social Service	1	2	3
1	Water			
2	Health facility			
3	Food			
4	Electricity			
5	Shop			
6	Telephone			
7	Stationery (printing etc)			
8	Transport			
9	Other			

APPENDIX IV: Interview Guide**(For students)**

1. Name
2. class level
3. Where is your residence/ home
4. Approximately how many students are in your school?
5. And how many teachers are here in your school?
6. Do you think the number of teachers is enough?
7. In our view what do you think are the reasons?
8. Does your school provide all necessary conditions to enable all students to perform well?
9. In your view what are the necessary conditions and services should be provided at your school to enable you to perform well in your studies?
10. Does your school have students with special needs like physical disabilities deaf, albino, hearing impairments etc?
11. If yes are there teachers for above special needs students in your school?
12. Are there special programs for special needs students in your school?
13. What are the programs and how are they conducted?
14. Are there any individualized programs for low performing students in your school?
15. What are the impacts you associate with individualized programs for special need and low performing students in public secondary schools? Discussion

16. Have you heard special need students and disabled demanding or blaming about services provided to them at school?

17. Have you heard students demanding for social services like teacher houses, students hostels, dormitories, guidance and counseling services, sports, health, food and water at school?

18. In your view what are the impacts of the above services at the school in general?

Thank you for your participation! MWELUMBINI Baraka R. +255717-144760